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ABSTRACT

Written for student use in a variety of classrooms, this document covers these skill areas: communicating with others, reading skills, writing skills, and study skills. The material addresses specific skill areas, but is flexible enough to meet student needs in both vocational and academic classes. Each unit, which covers one skill area, begins with an introductory page that includes an introduction, objectives, springboard questions to help students think about the material before working with it, and vocabulary words from the unit. Readings give some brief information that explains or defines the communication skill presented in the unit. Student activities that follow each reading provide a learning activity to practice using information or skills presented in the text reading. The conclusion at the end of each unit summarizes the information presented. At the conclusion of each unit are two sample vocabulary activities. A brief teachers' guide is provided at the end of the document. It describes organization of the material, provides information about specific units, and discusses use of the material in a job skills class. (YLB)

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ED 386 553



Communication with Others
Reading Skills
Writing Skills
Study Skills

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Communication Skills

Communication Skills I

Vocational Instructional Materials Laboratory
The Ohio State University
Columbus, Ohio 43210

1995

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Columbus, Ohio 43210

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Preface

The documents, *Communication Skills I* and *Communication Skills II*, were developed by a writing team that is familiar with the skills people need to communicate effectively. The reading level of both documents was intentionally maintained at a level that is usable and understandable by the majority of the students. The documents are coordinated to be used together; however, each document can be used independently in the classroom.

Acknowledgment and appreciation are extended to the following people.

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Note to the Students

Communication Skills I was written to help you improve several types of communication skills. These skills include communicating with others, reading skills, writing skills, and study skills. All of the skills covered will help you in your current class and can also help you later in life.

Each unit begins with an introduction, questions for you to think about, and vocabulary words you should recognize and understand. Throughout the reading there are several student activities. These activities were developed to help you apply the skills you learn about in the reading. The vocabulary activity identifies words that are important for you to understand. Watch for important words that are in bold print throughout the text information.

Unit Components

- Objectives—The objectives tell you specifically what you will be able to do after completing the unit.
- Springboard questions—The springboard questions cause you to think about why you need to use communication skills; specifically how you can learn from the media, use telephone services, prepare and deliver a speech, or properly conduct a meeting.
- Vocabulary—The vocabulary section gives you a list of key terms used throughout the unit that are important for the reader to be able to understand. Understanding the vocabulary will enable you to use the information presented throughout the unit.
- Readings—The text reading gives you some brief information that explains or defines the communication skill presented in the unit. The reading is intentionally brief but if you want more information you may ask your local librarian or your teacher for more resources.
- Student Activities—The student activities provide a learning activity that allows you to practice using some of the information or skills presented in the text reading.
- Conclusion—The conclusion at the end of each unit summarizes the information presented. It gives you an overall reason why the communication skill is important.
- Vocabulary activities—At the conclusion of each unit are two sample vocabulary activities. While these activities are brief and do not include using all the vocabulary information presented in the unit, they do give you an opportunity to utilize some of the terms and definitions provided.

Communication Skills I

Communicating with Others

Reading Skills

Writing Skills

Study Skills

1995

Unit I
Communicating with Others

Introduction

Your ability to communicate with others will be important to you throughout your life. Whether you are looking for a job, meeting new people, making a purchase, or **interacting** in any way with other people, the way you present yourself will tell a great deal about you as a person. This unit will help you understand the importance of first impressions, listening, interacting with others, and presenting yourself well in business as well as social situations.

Objectives

After studying this unit, you will be able to—

- present yourself to make a good first impression
- make introductions
- define your own self-image
- represent yourself appropriately in the workplace
- be a better listener
- interact with people effectively
- give clear directions
- determine ways to follow directions

Springboard Questions

- How do you visualize, or see, yourself in an unfamiliar situation?
- What do you believe others think of you when they first meet you?
- Why would an employer want you to know how to communicate well?
- When your friends talk to you, do you listen to what they say, or are you thinking ahead to what you want to say?

Vocabulary

To improve your communication skills and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

attitude

dependable

fact

first impression

hearing

interacting

listening

opinion

scowl

self-image

verified

First Impressions

When you meet someone for the first time, you make an impression on that person. He or she may be favorably or unfavorably impressed with you. We all want people to like us and think well of us when we first meet them.

From this list, check the items that you think will help make a good **first impression**.

1. ___ Neatly combed, clean hair
2. ___ Clean clothes
3. ___ Muddy shoes
4. ___ Clean teeth
5. ___ Speaking in complete sentences
6. ___ Bad breath
7. ___ Pleasant smile
8. ___ Tattoos
9. ___ Little eye contact
10. ___ Firm handshake

If you picked 1 clean hair, 2 clean clothes, 4 clean teeth, 5 speaking in complete sentences, 7 a pleasant smile, and 10 a firm handshake, you are correct. The way you dress and groom yourself tells people something about you. When you are dirty or wear torn clothing and frown, or **scowl**, you project a poor **self-image**.

Student Activity

Respond to each of the following items.

1. Write down the things that you can do to make sure that you will make a good *first* impression.
2. Why would people think that you don't care about yourself if you wear torn or dirty clothing?
3. What do you think when you meet someone who smells bad or wears dirty clothes?
4. What do you think when you meet someone who is clean and neat, and wears clean and pressed clothing?
5. Do you think that you need to have expensive or new clothes to make a good first impression? Explain your response.

Making Introductions

Have you ever been with a friend at the mall and run into someone that you knew but that your friend did not know? Did you introduce that person to your friend? Throughout your life you will be making introductions and meeting people. Knowing how to make introductions is a good skill to learn now.

Some rules for making introductions:

- Speak in a clear, distinct voice so that people can hear and understand you.
- Keep the tone of your voice polite and patient.
- Look at the person to whom you are speaking.

Examples

1. Tyrone and Maria are at the mall. They meet Ralph. Maria does not know Ralph so Tyrone is going to introduce them. Select the best introduction.
 - a. Tyrone: "Hi, Ralph. This is Maria."
 - b. Tyrone: "Maria, I'd like you to meet my classmate, Ralph. Ralph, this is my friend, Maria."

If you picked b, you are correct.

2. There is an open house at your school. You want to introduce your parents to your favorite teacher, Mrs. Windsor. Select the best introduction.
 - a. "Hey Mrs. Windsor, this is my mom and dad."
 - b. "Mrs. Windsor, I want you to meet my parents, Marian and Bob Smith. Mom and Dad, this is Mrs. Windsor."

If you picked b, you are correct. Why do you think that it is important to mention your parents' names? Explain your answer.

Student Activity

Find a classmate and practice making the following introductions. Briefly note in the space provided the steps for each introduction.

1. Introduce a classmate to your mother or father.
2. Introduce your brother or sister to your teacher.
3. Introduce yourself to the principal at your school.
4. Introduce two friends at the mall.
5. Introduce your mother or father to your teacher.

Representing Your Employer

While on the job, you always represent your employer. When you greet people—customers or others—they will get an impression about the company you represent. The way you present yourself will make a difference to your employer.

What would you think if the person who waited on you at a fast-food restaurant wore dirty clothes and had dirty hair? What would you think if that person had dirty hands? Would you feel comfortable purchasing food at that restaurant?

Check the items that would help an employee in a fast-food restaurant represent an employer in the proper way.

1. ☐ Yawning while taking a customer's order.
2. ☐ Yelling across the counter to a friend who comes into the restaurant.
3. ☐ Politely asking customers how you can help them.
4. ☐ Offering to assist a customer.
5. ☐ Making sure that your clothes are clean and pressed.
6. ☐ Keeping your fingernails clean and trimmed.
7. ☐ Paying attention to the customers' needs.
8. ☐ Offering negative information about your employer to other employees.
9. ☐ Talking negatively about company rules to your customers.
10. ☐ Carrying on a phone conversation while waiting on a customer.
11. ☐ Making sure that you are doing the job that you were hired to do.

If you picked 3,4,5,6,7, and 11 you are correct. You can see that many of the items that allow you to make a good first impression are the same items that will allow you to represent your employer in a good way.

Student Activity

Select a job in an occupation of interest to you. Make a list of the ways that you can represent your employer in the proper way. Think about your appearance, manners, gestures, speaking behavior, or other observable characteristics.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Giving Directions

Have you ever been invited to a party but did not know where it was being held? In that case, you might ask for directions to the party. Below are two examples of directions. Select the set of directions that you believe would be the easiest to follow.

Examples

- Leaving the school, face south and turn left, which is east, onto Reynolds Road. At the light, turn right, which is south, on to 35th Street. Proceed approximately two miles to Wyoming Avenue and turn right, which is west. This will be the first right turn past the Tory's Pizza Shop. Proceed to the second left, which is Long Street. The house is on the right-hand side at the top of the hill. The address is 921 Long Street. The house is white with black shutters.
- Leave the school and go left and then turn right. Drive a short way until you find Wyoming Avenue. Calcutta Road is on your left. Turn right. Long Street will be on your left. The house number is 921. It is a white house with black shutters.

If you selected the first example, you are correct. The second set of directions is not clear. For example, after the direction "Leave the school," you do not know where to turn left and then right.

Some tips for giving good directions

- Speak clearly so that people can understand what you are saying.
- Look at the person to whom you are speaking.
- Be sure that you are giving enough details so that the person can find his/her way.
- Use the words *left* and *right* to indicate the directions for turning. Use the terms north, south, east, and west if you are sure of your directions.
- Keep in mind the person who will be following your directions. It may be helpful for you to draw a map to go along with the directions.

Following Directions

In class your teacher gives you directions about where to put your name on your paper, how to fold your paper, when to turn in your homework, and other specific things to do. It is important that you pay attention and follow the directions that are given so that you will get credit for the work that you do. There are several ways that you can learn to follow directions. It will be helpful for you to find the ways that work best for you. You may use different methods for different types of directions.

Examples

Make a checklist

Your teacher assigns a science project that is due in one month. For this project, you will have to do several different things. One way to follow the directions would be to write down each of the items that will need to be completed and develop an approximate time schedule for the work. You can check them off as you do them so that you will be sure that you complete the whole assignment. Be sure to write the date that the assignment is due on the top of your page.

Take notes

Your mother asks you to do several things when you get home from school. She wants you to stop at the market, drop off a package, and pick up a newspaper. While she is talking, you should write things down so that you will not forget any of the chores after school. You need to take notes about what to purchase at the market, where to drop off the package, and the location of the newsstand.

Repeat the directions back to the person giving the directions

Your friend tells you how to get to his/her house. To make sure that you know the way, repeat the directions back to your friend. That way, if you make a mistake, your friend can correct you and save you from getting lost.

Ask for clarification

If you do not understand any part of the directions, ask for clarification. For example, if a person gives you directions using the terms *north*, *south*, *east*, and *west*, and you are not sure about these directions, you should ask the person to tell you in another way. You may want to draw yourself a map and ask the person giving the directions to check it to make sure the directions shown are correct.

Learning to Listen

More than half of your waking hours pass with you in the listening mode—listening to parents, teachers, friends, the radio, tapes, and television. Today, people are "talked at" more than ever before. Since listening occupies such a large part of daily life, improving your listening ability is important. It was once believed that everyone knew how to listen. To help you understand and remember the information you hear daily, it is necessary to concentrate and practice listening intently.

Hearing and **listening** are *not* the same skill. Hearing does not require you to react or to do anything. You hear simply because your ears are not closed to all sounds. For example, without really concentrating it is easy to hear cars passing by or the clicking of people's shoes as they pass by in the hallway. Listening, on the other hand, requires mental activity. The listener must cooperate mentally with the speaker by gathering, sifting, and weighing the ideas that are spoken.

Listening Requires Thinking

Listeners and speakers influence each other. If you seem interested, the person speaking to you is more likely to be enthusiastic about talking to you. If you act or look bored, fidget, talk to someone else, or daydream, the person speaking to you may have trouble concentrating. As a result, the speaker is less effective.

Observe good listening manners

- Listen to a speaker as carefully as you would want that person to listen to you if you were speaking.
- Use the speaker's name when responding to a question or remark.
- Look at and give your attention to the person speaking.
- Do not interrupt. Wait for your turn to speak. Your facial expressions show whether you are following the conversation or merely waiting for a chance to break in with your own comments.

Listening in the Classroom

In class you listen to learn, and you profit by paying attention. When you listen attentively, you may cut down the time you must spend going over the material discussed.

Tips to help you learn how to follow the development of a class discussion

- Learn to tell the difference between main points and details.
- Learn to weigh both sides of controversial issues.
- When in doubt, ask questions.
- Stay alert.

Naturally, you cannot remember everything you hear. What you must learn to do is to tell the difference between what is important and what is relatively unimportant. This means you must learn to tell the difference between facts and opinions. A **fact** is a statement of that which exists or has been done. It can be **verified**, or checked for the truth. For example, "Water is composed of hydrogen and oxygen" and "Lincoln was the sixteenth president of the United States" are both factual statements. They can be verified.

An **opinion** is a statement of what one believes or thinks about something. It is a viewpoint, a matter of taste, or a personal preference. Listen for words such as *ought to, I think, good, best, and should*. These are key words that signal an opinion.

Let's Check to See If You Are a Good Listener

- Do you pay attention when other people are talking?
- Do you allow other people to finish what they are saying before you speak?
- Do you interrupt other people's conversations?
- Do you prejudge others by your own emotions, biases, or prejudices?
- Do you avoid distractions while listening?

Conclusion

Communicating with others will always be an important skill for you to learn and to practice. You will encounter many types of communications as you proceed through life including introductions, following and giving directions, listening to others, making a good first impression, and many more.

Practice your communication skills to improve your interactions with others. Good communications can improve your relationships with your peers, employers, supervisors, and even family members.

Questions for further thought

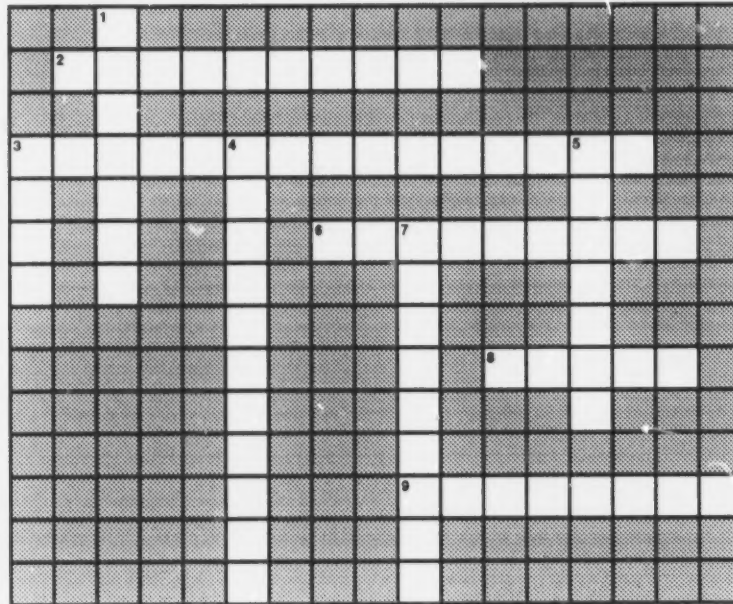
Is there is a difference between making an impression with new friends and making an impression with new coworkers?

Why is it important to be polite and courteous to everyone?

How can good listening skills make you a better friend, a better worker, and a better student?



Crossword Puzzle - Communicating with Others



Across clues

2. Quality describing your behavior when you do what you say you will do
3. What people think about you when they first meet you (two words)
6. Reacting mentally to what you hear
8. Frown
9. Your feeling about something

Down clues

1. Your ears are open to sound
3. A statement of that which has been done or exists
4. Relating to other people
5. A statement of what one believes or thinks about something
7. What you think about yourself

Matching Vocabulary

Match the following items. Select the *best* answer.

- | | |
|--------------------------|--|
| 1. ____ hearing | A. Relating to other people |
| 2. ____ self-image | B. Quality describing your behavior when you do what you say you will do or what others expect you to do |
| 3. ____ scowl | C. A statement of what one believes or thinks about something |
| 4. ____ dependable | D. What people think about you when they meet you |
| 5. ____ listening | E. Your feeling about something |
| 6. ____ attitude | F. A statement of that which has been done or exists |
| 7. ____ interacting | G. Reacting mentally to what you hear |
| 8. ____ fact | H. Frown |
| 9. ____ first impression | I. Your ears are open to sound |
| 10. ____ opinion | J. What you think about yourself |

Unit II
Reading Skills

Introduction

The skill of reading is necessary to accomplish everyday tasks such as understanding road signs, interpreting maps, reading newspapers, completing tax returns, reading and interpreting operating instructions, completing banking procedures, and many, many others. This unit will help you learn a variety of reading methods and techniques.

Objectives

After studying this unit, you will be able to—

- find the main idea of a paragraph or passage
- read for details
- identify the differences between fiction and nonfiction writing
- skim and scan material for meaning
- use the SQ3R study method to read a textbook chapter
- understand word meanings from context and word parts
- use a dictionary

Springboard Questions

- Why is reading important for students?
- Why is reading important on the job?
- How do you learn new vocabulary?
- What materials do you like to read the most?

Vocabulary

To improve your reading skills and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

anticipate

antonym

compound word

comprehend

context clue

contrast

efficient

entry word

etymology

factual

fiction

focus

guide word

implied

informative

logical

nonfiction

paragraph

part of speech

prefix

pronunciation

repetition

scanning
skimming
specific
statistic
suffix
survey
syllable
synonym
technical
transitional
word root

Finding Main Ideas

The main idea in a piece of reading material that contains more than one paragraph is the thought that ties together all the ideas presented in the different paragraphs. It is the common thread that links the paragraphs together.

To identify the main idea of an article or a chapter, decide what each paragraph is about, and then think of an idea that links all the paragraph ideas together. Sometimes the main idea will be stated directly in a topic sentence. A topic sentence is often the first sentence but may be any sentence in the paragraph. Other times it will be hidden or **implied**. To determine an implied main idea, you must read all the details and figure out the main idea. Study the following paragraphs.

Auto clinics are a new and growing business. There are now more than 40 auto clinics in the U. S., and many more will be built in the next few years.

How does an auto clinic work? As the car is driven forward, the rollers turn backward, so the car is driven without going anywhere. Meanwhile, a group of mechanics gives the car more than 100 tests using the latest equipment. After the tests, the car owner is told what is wrong with the car and how much it will cost to repair it.

Underline the main idea or topic sentence in each of the above paragraphs. Look at the supporting details in each paragraph. Select one of the following titles that best fits the whole reading.

1. "Forty Auto Clinics"
2. "The Work of an Auto Clinic"
3. "Tests at an Auto Clinic"
4. "The Growth and Work of Auto Clinics"

Now, look at the answers.

Title 1: Does this title come from the first paragraph? Yes, but it is too general. It does not tell the main idea for the whole article.

Title 2: Does this title tell the main idea of the second paragraph? Yes, but it is too specific. It does not tell about the first paragraph.

Title 3: What paragraph does this come from? Does it tell the main idea of that paragraph or the article? No, this is also too general.

Title 4: Does this title connect the main idea of the first paragraph with the main idea of the second paragraph? This tells what the entire article is about. It is the main idea of the article.

Student Activity

Underline the main idea in each of the following paragraphs. Then, looking at the supporting details, select the title that best fits each paragraph.

1. Loyalty means being supportive of your employer. Being a loyal employee means you examine things from the employer's point of view. This does not mean you are being submissive. It is to your advantage to be loyal to your employer. Loyal employees are needed for an employer to be successful in business. Your employer's success can in turn affect the security of your job. Loyal employees are often the ones who get promotions and pay increases. How can you be a loyal employee? Do not join in conversation when workers are bad-mouthing your supervisor, your employer, or the company. Do not become a follower of bad practices due to peer pressure. Being a loyal employee requires maturity; it is in your best interest to become a loyal employee.

Circle the letter of the title that best fits the above paragraph.

- a. "Loyalty and Peer Pressure"
 - b. "Job Security Depends on Loyalty"
 - c. "How to Be a Loyal Employee and What it Means"
-
2. Your employer hires people who tell people what to do. These people are called supervisors. You may also have to take orders from other workers. These workers may not be supervisors but have more job experience than you do. By following orders of the experienced workers, you are helping your employer operate a successful business. By being a cooperative employee, you will keep your job. Employees who cannot or will not take orders may be fired from the job.

Circle the letter of the title that best fits the above paragraph.

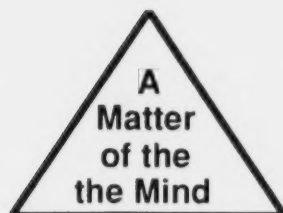
- a. "Working with a Supervisor"
- b. "The Importance of Being a Cooperative Employee"
- c. "Following Orders"

3. An employer is a business organization that hires you to do a particular job. The employer hires you because you can help the organization make a profit. They must make a profit to stay in business. If your employer does not make a profit, it is likely you will lose your job. It is easy to see that if you do a good job, you help your employer make a profit. Making a profit is a big job for the employer. Employers hire people who will help make a profit. If the employer is to make a profit, it may be necessary to fire people who do not do a good job. If you are to help your employer make a profit, you must be a good worker.

Circle the letter of the title that best fits the above paragraph.

- a. "Why You Were Hired and Should Do Well"
- b. "Making a Profit"
- c. "The Employee's Role in Profit"

Source: Instructional Materials Laboratory, *You and Your Job* (Columbus: The Ohio State University, 1982 Revision).



What did you see when you first read the words in the triangle? Did you notice that the word *the* is repeated? How actively is your brain working when you read? If you concentrate intensely as you read and use the skills you have learned, you will find that large ideas and concepts, as well as small details, are more easily remembered.

Within each **paragraph** you read, you should find a main idea, or topic, sentence. This main idea sentence tells what the paragraph is about. Following this sentence will be several sentences telling more about the main idea or topic. Finally, you should locate a sentence that sums up what was said or leads you to read the next paragraph. When reading a paragraph or passage, ask the following questions.

- What is this paragraph about?
- What is the most important thing the author is saying?
- Do all other ideas in the paragraph support the main idea?

If you can answer these three questions, you have found the main idea of the paragraph. For practice, study the following paragraph, then find the main idea and underline it.

It is wise for every person to have a budget. A well-planned budget usually provides for three kinds of goals: long-range, intermediate, and immediate. Long-range goals include such things as saving for marriage, further training after high school, or a large purchase. Intermediate goals cannot be attained immediately but can be reached in several months or a year. For example, buying a compact disc player or having enough money to pay school expenses may be an intermediate goal. Finally, immediate goals include some needs that must be met each week or month. An example of this might be saving for a car payment.

Source: Instructional Materials Laboratory, *Personal Finance* (Columbus: The Ohio State University, 1982 Revision).

If you selected the second sentence as the main idea, you are correct. Now circle some of the sentences that support the idea that designing a well-planned budget provides for long-range, intermediate, and immediate goals. These sentences are the supporting details.

Student Activity

For each of the following paragraphs, underline the main idea. Then circle some of the details that support the main ideas.

1. Credit is a service offered to bank customers that makes it possible for them to make purchases and spread payments over a period of time. This process is referred to as lending. Credit is an essential part of our world today. Without it, we would not be able to afford many of the homes or automobiles that are on the market today. It is important that you understand the lending process and how to obtain credit.

2. It is very important to make payments as you have agreed in the credit contract. If you do not pay your account as agreed, you will become known as a poor credit risk. This information is available to most businesses that extend credit. It may be the factor that determines whether you will be allowed to purchase on credit in the future. Prospective employers may also look at how promptly you pay your bills when considering you for a job.

3. How many people do you know who overspend? Some people are tempted to make purchases they do not really need and cannot really afford just because they have a credit card. Buying items on impulse is a greater temptation when you can purchase without cash. Consumers tend to overspend and overpay for items when they purchase items on credit.

Source: Instructional Materials Laboratory, *Personal Finance* (Columbus: The Ohio State University, 1982 Revision).

Fiction vs. Nonfiction

There are two types of writing the reader should be able to understand. All readers should be aware of the differences between fiction and nonfiction.

Fiction is when the author makes up the situations and characters in his or her writing. Fictional writing could be partially based on the life of a well-known person. An example of fictional writing is the book *The Shining*.

Nonfiction is **factual** writing, including biographies, autobiographies, technical writing, and directions. Nonfictional writing tells about people who actually lived, events that really occurred, and facts that can be proven. An example of nonfictional writing is *The Diary of Anne Frank*. You can find examples of both types of writing in English textbooks, newspapers, and magazines.



Student Activity

To learn more about fiction vs. nonfiction articles, complete the following exercises. If you need assistance ask your teacher for help.

1. Locate fiction and nonfiction articles in a newspaper or magazine. What differences occur between the two types of writing?
2. Choose your favorite fiction and nonfiction stories from a textbook. Read the two stories in the same sitting. Compare and **contrast** the writing styles and authors' opinions about his or her subjects.
3. Make a collage showing the differences in titles from fiction and nonfiction articles.
4. Describe how the dialogue is different in the two different types of writing.
5. How does fictional and nonfictional writing transfer to television scripts? List examples of fiction and nonfiction shows on television.

Do I Have to Read All That?

Reading does not always involve starting at the beginning of an article and reading each and every word until you get to the end. To locate the information you need quickly and efficiently, you may often use two handy techniques: scanning and skimming.

Scanning

Suppose you need to know how far a pigeon can see, in what year the War of 1812 ended, or the cost for a new alternator for a '75 Chevy. You could get an encyclopedia or parts manual and read it all, or you can use a reading technique called **scanning**.

Scanning is simply looking quickly through a number of paragraphs or pages to find the right spot to read. You use scanning any time you look up a telephone number, check a film schedule to see what time a movie begins, or locate a price from a parts list. To make scanning easier, use the following helpful hints.

- Know exactly what information to look for.
- Look at, rather than read, the material.
- Watch for—
 - a. **specific** dates.
 - b. names of people or places.
 - c. numbers.
 - d. italicized words.

When you scan, you should not read anything else in the article besides the information for which you are searching. Let your eyes move quickly until they rest on the information you want.

Skimming

You can find out a lot about the information an article contains by using a reading method called **skimming**. Skimming means reading quickly without reading every word. If you need to get only a general idea of what the material is about, follow these six steps.

1. Carefully read the title and first paragraph.
2. Pay special attention to any headings or subheadings that are in darker print.
3. If there are no headings, read the first sentence in each paragraph.
4. Look at the illustrations.
5. Read the last paragraph to see if it sums up what has been said.
6. Remember, you are only trying to get a general idea of what is being discussed.

Hint: A well-written, **informative** article or chapter will have a short introduction or first paragraph that tells you what is going to be discussed, a middle part that discusses the material, and a final paragraph or summary that tells what you have just read.

- Generally, the first sentence in the paragraph is the topic sentence. This sentence identifies the main idea.
- The next two to four sentences support the main idea by giving information (e.g., details, examples, or reasons) that explains what was said in the first sentence.
- The final sentence in a paragraph either sums up what was said, or leads into the next paragraph with a **transitional** word such as *furthermore* or a time word such as *next*.

Each paragraph develops only one main idea or thought; the rest of the information simply expands on that one idea. Consequently, you can get some idea of how many main points there are within the material you are reading.

Student Activity

To practice your skimming skills respond to the following items.

1. Select a chapter or article to read. What is the title of the chapter or article?

2. Write a question for yourself that will serve as a general question about the article.

3. Skim the article and identify the main points.
 -
 -
 -
 -

4. Now write a brief summary of the chapter or article. If you understand the technique of skimming, this should be a fairly easy exercise for you.

How to Attack a Reading Assignment

When you have an assignment to read, which of the following approaches do you usually take?

- Do you open the book to the assigned page and start reading?
- Do you close your book, put your head down on the table, and take a break?
- Do you use the **Survey-Question-Read-Recite-Review** (SQ3R) method?

Hopefully, you selected the SQ3R approach; but more important, you should look at reading assignments in a **logical** and **efficient** manner.

Let's look more closely at each of steps in the SQ3R method.

Survey

Why is it important to survey before you read? The reason is simple: it is easier to read and **comprehend** something you already know a little about. Follow these steps:

- Skim over, or **survey**, your entire reading assignment.
- Pay special attention to material in different print. Remember, the bigger the print or the darker the print, the more important the idea.
- Read the first or introductory paragraph.
- Read the topic headings and subheadings.
- Read the summary section.
- Look closely at any italicized or bold print words. The author wants to be sure they stand out so you will see them. Be sure, too, that you understand them. After all, reading will not help you if you skip all the words you do not know.
- Look carefully at the charts, maps, graphs, and/or illustrations included in your assignment. The author would not have included these items unless they were extremely important.
- Look for questions at the end of the chapter. These will give you an idea of the points the author thinks you should know and remember.

Question

Ask yourself the following questions:

- What should I know when I finish reading the assignment?
- What steps are in the process I have been reading about?
- What do I expect to find out about the title of the article or chapter?

When you begin to read, have some questions in mind to answer and write them down on a piece of paper. This will give you a purpose for your reading. After reading, you will know what you learned by answering the questions you wrote. To make questions, change the title and the topic headings or topic sentences into question form. For example, if the title is, *The Rising Cost of Receiving an Education*, you may ask, "Why is the cost of getting an education rising?"

Read

As you actually read the assignment, keep in mind what you already know from the previous steps:

- What the author thinks is important
- Special vocabulary words
- What you are trying to find out as you read

Anticipate the answers to questions you have in mind as you read. **Focus** attention on the main points, and group the details under headings and main ideas. Use aids in the book chapter or article—such as pictures, illustrations, graphs—and charts—to clear up anything you have a doubt about.

Recite

When you have finished reading the assignment, it is time to recite what you have read. This step simply means writing down notes or telling someone else what you have learned from your reading. Answer the questions you previously made up, and add other information as you remember it. Now, check the reading selection to see if you were right.

Review

The final step in the reading assignment and the SQ3R method is to review. This means to check over what you have read, review your notes, and apply what you have learned.

Student Activity

Read each situation below and decide when you should *skim*, *scan*, or use the *SQ3R* method to find out what you need to know. Write the appropriate skill in the blank to the left.

- _____ 1. Reading a grocery list to see if you added mustard
- _____ 2. Reading information on cats in the "c" section of the encyclopedia to see if you can get some notes for a report
- _____ 3. Reading a note from your best friend
- _____ 4. Reading a detailed car rental contract before you sign on the dotted line
- _____ 5. Looking at a recipe for brownies to see if it includes eggs
- _____ 6. Looking at the front page of the newspaper to see what is happening
- _____ 7. Reading a magazine article on your favorite subject
- _____ 8. Reading the directions for putting together a piece of equipment
- _____ 9. Reading a TV guide to find out when your favorite program starts
- _____ 10. Reading a textbook chapter on the Korean Conflict to prepare for a test

Vocabulary

Words, words, words. You say them. You read them. You hear them. You even use them when you are just sitting and thinking to yourself. A good vocabulary is closely associated with success. Having a strong vocabulary is very necessary; and improving your vocabulary is really not too difficult. You should be very aware of new words and always remember that words represent ideas.

There are several techniques presented in the next sections that will help you build a better vocabulary. Most of these techniques focus on your reading vocabulary. However, they also can be used to help with your listening skills and your writing and speaking vocabularies.

There are three important vocabulary skills or techniques you should try to master. Sometimes these vocabulary skills are used alone; however, they are often used together. These skills involve the use of—

- context clues
- word parts
- dictionaries and other reference materials

Learning Words from Context

When you read or hear an unknown word, you can often figure out its meaning simply by paying close attention to the words around it. This is called learning from **context**. For example, read the following sentence.

We rowed over our inundated cornfields.

What do you think the word *inundated* means? If you noticed the verb *rowed* you know that *inundated* is going to have something to do with water. You don't row on dry land. Therefore, since rowboats are not normally found in cornfields, the word must mean flooded. Now, try your skills on the following sentences. See if you can figure out a definition for the words in bold print.

- At first the natives were friendly to us, but later they became **antagonistic**, attacking and burning the settlements.

Define antagonistic.

- Kim's next attempt to **topple** the chair was unsuccessful. Jane still sat firmly upon it.

Define topple.

- In his first banking job, Lou was very lazy. One day a bank vice president **upbraided** him: "Do you want to be a teller all your life, or do you want to learn the banking business?"

Define upbraided.

Check your definition with the definition in the dictionary.

Writers often provide their readers with several kinds of context clues to help them figure out the meanings of unfamiliar words. Watch for three types of context clues: definition, example, synonym or antonym.

Definition Clue

Sometimes an author may give the actual definition, which may be set off with commas, dashes, or parentheses.

Examples

- After a one-week respite, or break, we were ready to go back to work (*respite* means "break").
- The fear of technology that some people experience is called technophobia (*technophobia* means "fear of technology").

Example Clue

An author may give characteristics or examples to explain a term.

Examples

- The detective needed to remain incognito so he wore a wig, grew a beard, and wore shoes with elevated heels (*incognito* means "in disguise").
- Food is kept fresh by different types of processing such as salting, freezing, drying, and canning (*processing* means "salting, freezing, drying, canning, etc.").

Synonym and antonym clues

An author may choose to use a **synonym** (a word with same the meaning) or an antonym (a word with the opposite meaning) to explain the meaning of an unfamiliar term.

Examples

- The distraught family was upset by their daughter's car accident (*distraught* means "upset").
- His actions at lunch were bellicose but my actions remained peaceful (*bellicose* means not peaceful or "quarrelsome").

Student Activity

In the following sentences, see if you can define the words in bold print by paying attention to the other words used in the sentence.

1. The bouquet of roses left a lovely **redolence** in the room.

Define redolence.

2. The cop blew a whistle and made a **gesticulation**, and the stopped traffic began to move.

Define gesticulation.

3. The student pilot practiced in a flight **simulator** before she flew a real airplane.

Define **simulator**

4. The firefighter remained cool and calm during the frightening **junction**.

Define junction.

5. The young nephew received a large **legacy** when his rich uncle died.

Define legacy.

Check your definitions by finding them in the dictionary.

Learning Words from Word Parts

You can often figure out the meaning of a word by looking at different word parts. Types of word parts you may find in reading material include—

- a. **Prefixes**—found at the beginning of a word
- b. **Suffixes**—found at the end of the word
- c. **Word roots**—found in any part of a word
- d. **Compound words**—two words that form one word

Many word parts will have the same meaning no matter in what word you find it. If you are familiar with the meaning of the word parts, the meaning of the new word may be clearer. Look at the following example that uses word parts to define the term *microbiology*.

The prefix *micro* - means "small."

The root *bio* - means "life."

The suffix *logy* - means "study of."

Therefore, the definition of *microbiology* is "the study of small life."

The word parts listed on the next page are commonly used prefixes, roots, and suffixes. Look for prefixes, suffixes, and roots as you read information in your textbooks.

Word Parts

Common Prefixes

Form	Meaning	Form	Meaning
mono-, uni-	one	pro-	in favor of
bi-, duo-	two	sym-, syn-	put together
tri-	three	intra-	within
multi-, poly-	many	intro-	inward
micro-	small	anti-, contra-, ob-, op-	against
equi-	equally	retro-	backward
ambi-	both	ante-, pre-	before
sub-	under	extra-, ultra-	beyond
im-, in-	not	trans-	across
co-, com-, con-	with, together	inter-	between

Common Suffixes

Form	Meaning	Form	Meaning
-ant, -ent	inclining toward	-ise, -ize	to make conform
-y	inclined to	-able, -ible	fit, capable of being
-al, -ial, -ar, -ary	belonging to or relating to	-cle, -cule	small
	resembling	-ee	one who receives
-is, -ive	characteristic	-er	one who produces,
-ism	similar		manages
-ly	to make or to cause	-ation, -ment	act, process
-fy			

Common Roots

Form	Meaning	Form	Meaning
dic, dict	say	duc, duct	lead
voc, vok	call	ject	throw
vid, vis	see	cept, capt	take
scop, scope	look	ten, tent	hold, have
gram, graph	write, draw	ced, cess	go, yield
scrib, script	write	auto	self
aud, audit	hear	bio	life
tract, trac	draw	nomin	name
biblio	book	ben, bene	good
ambul	walk	philo	love
port	carry	hetero	different
junct	tie	homo	same
dia	across, part		

Source: Instructional Materials Laboratory, *A New Look At An Old Skill* (Columbus, The Ohio State University, 1982).

Student Activity

Select from the list below the word that best completes each sentence. Read the entire sentence first to get context before trying to select the missing word. To help you define each word; refer to the list of word parts on page 42.

trilogy subzero bimonthly dictate
autobiography telescope beneficial videotape

1. The engineer decided to _____ the letter into a tape recorder so the secretary could type it later.
2. The artist wrote her _____ so she could tell the story of her own life.
3. Eating many fruits and vegetables can be _____ to your health.
4. A magazine that is published every two months is a _____ magazine.
5. Due to the _____ weather, all outside activities were canceled. Few people would go outside in such cold weather.
6. The scientist used a _____ to see the stars and planets.
7. Kyle Monroe has written three books on the study of microcomputers. The first book in this _____ will be published in November.
8. The soccer coach always took a _____ of each game so the team could view the game at a later date.

Dictionary Use

A dictionary is an important tool for successful students. Dictionaries may differ, but they all have similar information about words. Dictionaries are available in schools as well as on the job. Some occupations have a **technical** dictionary available to specifically address terms used for a given job. This type of dictionary can be found for health occupations, construction trades, and many others.

Of course dictionaries provide the definitions for words; however, did you know that there is much other information included in a dictionary? The kinds of information found in most dictionaries are described below. The examples refer to the sample dictionary page that follows this information.

Entry words—words listed and defined in a dictionary.

Examples: dulse, duly, duma

Guide words—words, usually listed at the top of the page, to guide the reader in finding the page containing the word being looked up.

Example: due—dump

Syllables—division of the entry words into parts, containing one vowel (and at least one consonant.)

Examples: dug-out, dul-ci-mer

Pronunciation—the phonetic or sound pronunciation, given in syllables. A key to pronunciation symbols can usually be found in another part of the dictionary. Sometimes a key is printed on each page. When you pronounce an unfamiliar word you have read, you may realize it is part of your speaking and listening vocabularies.

Example: dully [dū lé]

Parts of Speech—information about whether the word is a noun, adjective, verb, etc., which usually immediately follows the entry word. If a word can be used as another part of speech, the other part of speech is given.

Example: duplicate vb.; duplicate *n*

Etymology—the history of the words. The history of the word in other languages is given in brackets. The meanings of the abbreviations used are in the dictionary, (e.g., MD = Middle Dutch).

Example: Dump [Md dompen, to immerse, topple]

A dictionary may include other information about entry words. It is important to become familiar with a dictionary and to use it.

[illegible]

Conclusion

Reading will be an important skill for you throughout your life. You will need to read many different types of material such as manuals, newspapers, novels, compact disc jackets, instruction books, cookbooks, and many more.

Reading for main ideas and details will help you better understand what you read. Purposeful skimming and scanning will help you find information you need.

Try using the SQ3R study method when you read your textbooks. Be sure you know the difference between fiction and nonfiction writing. Vocabulary terms can be mastered by the use of context clues, word parts, and simply learning to use the dictionary.

Questions for further thought

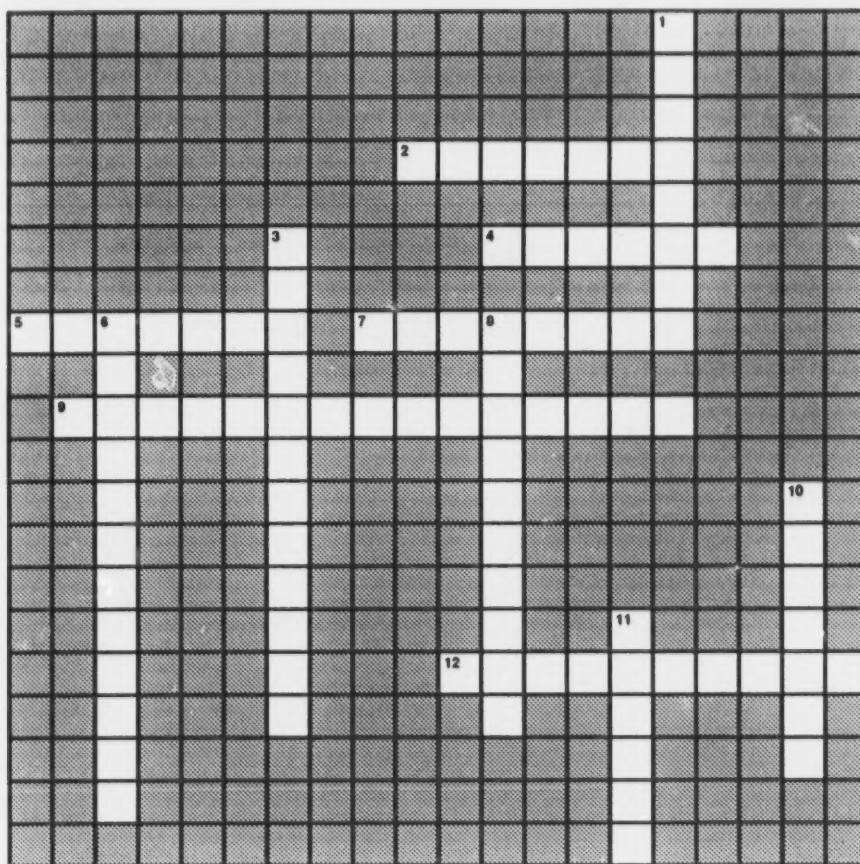
Why is it important to preview material before you read it?

How could a strong vocabulary make you more successful in your career?

What different reading skills do you need for reading fiction vs. nonfiction materials?

READ
SURVEY
QUESTION
REVIEW
RECITE

Crossword Puzzle - Reading Skills



Across clues

2. A word that means the same as another
4. A word part that appears at the end of a word
5. When the author makes up the situations and characters in his or her writing
7. Reading a number of paragraphs or pages to find the right spot to read
9. The main idea of a paragraph which is not stated directly (three words)
12. To understand what you read

Down clues

1. Reading quickly to get a general idea about the material
3. Hints that help you understand the meaning of an unknown word in a message (two words)
6. Two words that form one word
8. Writing based on fact
10. A word that means the opposite of another word
11. A word part that appears at the beginning of a word

Word Search

Circle the words found in this unit.

T	X	W	V	T	S	Q	P	R	L	U	I	O	H	C	A	G	F	D	K
M	E	J	N	B	Z	C	C	L	M	O	N	S	Q	W	V	T	J	Z	X
E	F	G	B	I	K	W	O	H	D	R	Y	P	A	C	A	O	T	I	Z
Q	W	V	P	S	N	L	N	M	J	K	I	N	F	D	B	C	A	M	U
E	X	R	Z	G	D	E	T	O	P	B	T	A	F	I	K	M	L	N	S
Q	W	V	T	J	Z	X	E	G	O	O	U	H	G	R	Y	P	C	U	T
V	S	U	F	F	I	X	X	W	N	Y	U	N	S	S	H	O	Z	N	F
R	B	N	J	I	L	U	T	Y	A	G	I	N	C	D	M	K	O	O	Q
X	P	M	E	W	K	T	M	S	X	M	N	A	D	P	H	N	V	L	B
U	Q	Y	P	R	J	G	F	D	M	B	N	I	R	C	F	O	A	X	E
O	C	S	G	N	E	G	I	I	G	N	G	E	Y	I	W	U	P	P	Z
V	Y	X	H	K	D	F	K	R	I	Q	H	L	C	T	G	P	C	B	N
O	I	H	J	M	W	S	I	N	U	E	S	T	R	P	N	E	K	Z	D
T	X	L	Q	V	Y	A	G	C	N	Y	I	W	K	D	T	S	Z	N	H
V	L	G	Q	Y	P	N	R	D	T	O	U	J	F	E	D	A	I	M	O
D	X	I	F	E	R	P	O	X	N	I	B	E	F	I	Z	X	J	W	N
P	T	R	S	U	M	M	E	N	R	Q	O	V	U	L	L	H	K	J	Y
X	W	V	T	S	Q	Y	Q	L	Y	O	I	N	O	P	M	C	A	Q	F
D	B	M	L	J	N	B	Z	M	L	S	D	N	R	M	P	W	V	I	G
E	X	E	F	G	B	I	B	O	H	D	R	Y	P	I	O	R	G	Y	T

Word list

IMPLIED
SCANNING
CONTEXT
PREFIX

FICTION
SKIMMING
SYNONYM
SUFFIX

NONFICTION
COMPREHEND
ANTONYM
COMPOUND

Unit III
Writing Skills

Introduction

You have been mastering writing skills throughout your entire school career. Writing is a life skill that is essential in the workplace. Writing may be a factor that affects many decisions in your career. This unit will help you increase your writing skills.

Objectives

After studying this unit, you will be able to—

- write complete sentences
- complete forms thoroughly and neatly
- use different types of letter formats
- write a résumé
- note the nonverbal cues in writing

Springboard Questions

- What **obstacles** prevent you from getting a job?
- Does it matter whether a person submits a form or an application that is incomplete?
- What does a letter say about the writer?
- How can you determine the author's tone in a letter?
- How is **informal writing** different from formal writing?

Vocabulary

To improve your writing skills and better understand this unit, it will be helpful for you to know the meaning of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

accurate

acquire

body

chronological

closing

coherent

complimentary

concise

date-line

heading

illegible

incoherent

informal writing

inquiry

inside address

legible

not applicable

nonverbal cue

obstacle

opening

previous

proofread

prospective

reference

résumé

return address

run-on sentence

salutation

sentence fragment

tone

Parts of a Letter

Before writing a letter, you must be aware of the various parts of a letter and in what order they must appear in the letter. Following is a listing of the various parts of a letter. Following this list, you will find samples of three different letters—one letter of application for employment, one letter of **inquiry**, and one thank-you letter. Study the parts that are included in each and the style in which they are written. Later in this section you will be asked to write letters of your own.

Heading includes—

- **return address**—the writer's address
- **date line**—the date (month, day, year) the letter is written

Opening includes—

- **inside address**—the name and address of the person to whom you are writing
- **salutation**—an opening greeting such as "Dear Mr. Smith:"

Body includes—

- **message**—the text of the letter

Closing includes—

- **complimentary closing**—a parting phrase such as "Sincerely,"
- **writer's signature**—the writer's name written in script

The tone of your letter is very important. **Tone** is the attitude the writer reveals in the letter (e.g., formal or informal, serious or humorous, hostile or friendly.) The tone can be revealed through the language the writer uses. The writer's attitude may be negative or positive. It is important that you use clear and **concise** language in any type of letter you write to project the correct tone.

Nonverbal Cues in Written Communication

Nonverbal cues give a message without using words. A reader may find nonverbal cues in all types of written communication. Smudges, errors, and paper that is in poor condition may indicate that the writing was completed quickly and carelessly. Be sure to proofread all written communication before transmitting the written messages. The nonverbal cues can say a great deal about you.

Complete Sentences

It is important that your writing be complete and **concise**, communicating everything you want to say in as few words as possible. Each sentence must convey a complete thought. Remember that all sentences have both a subject and a verb. All sentences should be capitalized at the beginning and have some type of punctuation at the end. Be sure to **proofread** carefully to find all sentence fragments and run-on sentences. A **sentence fragment** is an incomplete thought that is being used as a complete sentence. A **run-on sentence** occurs when two sentences are incorrectly joined as one sentence. Be sure that your sentences are **coherent** (all parts of the sentence are connected properly so a complete thought is given).

Examples

Complete sentences

It was a beautiful, warm day.
Suddenly a car came out of the alley.
I am interested in applying for the job.

Sentence fragments

As I was going to the store last week. . .
Now knowing whether his friend was home. . .
Either of the textbooks. . .

Informal Letters

At some time in your life, you may do some informal writing. Examples of **informal writing** include handwritten thank-you notes, handwritten notes (memos) to coworkers, or personal letters to known or unknown recipients.

Sample Letter of Application for Employment

A letter of application for employment—which is a specific type of letter of inquiry—is extremely important. Many times, it is this letter that convinces the **prospective** employer to give you an interview. Therefore, it is essential that this type letter be neat and say exactly what you want it to say. Study the example below.

1904 Stoneway Drive
Anytown, OH 43299
May 28, (year)

Ms. Caroline Smith
Personnel Manager
Lyman Corporation
2883 Frank Road
Sometown, OH 43228

Dear Ms. Smith:

In response to the advertisement you placed in the *Daily Bulletin* for a mail clerk, I am writing you this letter of inquiry. For the past two summers, I have worked part-time in the mailroom of the local electric company. I have experience in filing, sorting, and distributing mail, and I feel well qualified for the position you are offering.

I will graduate from Anytown High School on June 15 and will be available for full-time employment immediately thereafter. Enclosed you will find my résumé, complete with my home address and phone number. Please contact me concerning when I may interview for this position.

Thank you for your attention.

Sincerely,

Pat Walters

Sample Letter of Inquiry

The purpose of a letter of **inquiry** is to **acquire** information. This letter must be written clearly so that the reader has a clear understanding of the information you want. When writing a letter of inquiry, state the subject of your inquiry at the beginning of your letter. Explain why you are requesting information and why you have directed your letter to the reader. If you know of any details that may help the reader in gaining the information you want, include them. Close your letter courteously, using a phrase such as, "I shall appreciate any assistance you can give."

Sometimes it may be necessary to enclose a self-addressed stamped envelope for the reader's reply. Following is a sample letter of inquiry.

1904 Stoneway Drive
Anytown, OH 43229
June 9, (year)

Mr. Carl Merrick
Sometown Power Co.
196 Buford Lane
Sometown, OH 43288

Dear Mr. Merrick:

Recently I came across a pamphlet published by your company and entitled "100 Ways to Save Energy." This pamphlet would be very useful to my science class, as we are studying energy effectiveness.

Could you please tell me how I might obtain 30 copies of the pamphlet and what the cost would be? Any assistance you could provide would be greatly appreciated.

Sincerely,

Pat Walters

Sample Thank-You Letter

As a student, you may need to write thank-you letters to **prospective** employers by whom you have been interviewed. You might also need to send a thank-you letter to a speaker who has given a presentation to your class. For these reasons, it is important to know how to write a thank-you letter that is simple, direct, and courteous. Study the example below.

1904 Stoneway Drive
Anytown, OH 43228
June 1, (year)

Ms. Caroline Shoop
Personnel Manager
Lyman Corporation
2883 Frank Road
Sometown, OH 43288

Dear Ms. Shoop:

Thank you for taking the time to interview me for the mail clerk position your company now has open. I am still very interested in the position and in working for a company as reputable as the Lyman Corporation.

If you should wish to contact me about this position, please phone me at 555-3939. Again, thank you for your time.

Sincerely,

Pat Walters

Student Activity

Select and write four of the following letters and the necessary envelopes following the guidelines you have just learned.

1. Locate a job in your local newspaper for which you might qualify. Write a letter of application for employment to the person placing the ad in the paper. Remember, this letter should be neat and brief. Use the sample letter as a guide.
2. Write a letter of inquiry to a company or business requesting information about a product or service. Remember, be polite and clearly explain why you are requesting the information. Use the sample letter of inquiry as a guide.
3. Select a "Help wanted ad" from your local paper's classified section, and pretend you have already been interviewed for the job. Write a thank-you letter to the supervisor who would have interviewed you. Remember, be direct and courteous. Use the sample thank-you letter as a guide.
4. Write a letter of inquiry to a businessperson whom you would like to have speak to your class. Use the sample letter of inquiry as a guide.
5. Correctly address an envelope to the school librarian at your school.
6. Write a letter of complaint to a company listed in the phone book. Be sure to use a positive tone in your letter.
7. Write an informal letter of introduction to a person you have never met.
8. Write an informal thank-you letter to a relative.
9. Write a news article for your school newsletter about your school or class.

Sample Envelope Format

The following guidelines for envelope format are per the U. S. Postal Service regulations. Following these guidelines allows the mail to be handled by machines and will expedite the mail service.

- All information should be keyed in capital letters.
- No punctuation should be included.
- Two spaces should be placed where punctuation has been omitted (e.g., to separate name from title)
- The left and right margins should be a minimum of 1/2" and the bottom margin should be a minimum of 5/8"

MS PAT WALTERS
1904 STONEWAY DRIVE
ANYTOWN OH 43288

MS CAROLINE SHOOP PERSONNEL MANAGER
LYMAN CORPORATION
2883 FRANK ROAD
SOMETOWN OH 43288

Forms

As stated earlier, at some time in your life, you probably will be asked to fill out some type of form. There are many kinds of forms, including loan, job, and credit card applications. You definitely will need to fill out forms when completing your income tax return.

When filling out a form, be sure all information you give is **accurate**. It is also very important that your information be written in neat, **legible** handwriting. Be sure to read all instructions before completing a form, as many ask that you print or type all information. Others may ask that you use a certain color of ink pen, such as black or blue.

Remember, many times your application may be the first thing a prospective employer sees of you. Therefore, answer all questions completely and neatly. If there is a question or section on the form that does not apply to you, simply write N/A in the space provided. N/A stands for **not applicable**, meaning this section does not apply to you.

Following are a sample job application and income tax form. Study the forms carefully. Following each completed form, you will find an identical blank form. Use this as your own form, and fill in the blanks with the appropriate information.

Be sure to have all necessary information with you when completing any type of form. Have an accurate listing of the following information with you when completing forms; for example:

- Complete addresses and phone numbers of **previous** employers
- Dates of previous employment listed in **chronological** order
- Complete addresses and phone numbers for **references**
- Complete addresses and phone numbers of all schools attended
- Social security number
- W-2 wage and tax statements

Finally, be sure to read and complete all forms thoroughly. You may not be considered for the job if your job application form is incomplete when submitted. And, your tax form will be rejected if it is incomplete when submitted.

EMPLOYMENT HISTORY				
LIST BELOW PAST AND PRESENT EMPLOYMENT BEGINNING WITH YOUR MOST RECENT. INCLUDE U.S. MILITARY EXPERIENCE.				
COMPANY	DATES OF EMPLOYMENT	PAY RATE	POSITION HELD JOB TITLE	REASON FOR LEAVING
Bob's Burgers ADDRESS, CITY, STATE 8566 Allen St Anytown, OH IMMEDIATE SUPERVISOR Joe Smith SUPERVISOR TITLE Manager WORK TELEPHONE (614) 555-0009	From 4/10/92 To Present Upon Leaving \$ 5.00 \$ 4.00 HR WK YR	Cook/Cashier ☐ FULL-TIME ☒ PART-TIME JOB RESPONSIBILITIES Served quests Cooked burgers	Not enough hours	
Anytown Country Club ADDRESS, CITY, STATE 101 Hill Street Anytown, OH IMMEDIATE SUPERVISOR Dale Davis SUPERVISOR TITLE Chef WORK TELEPHONE (614) 555-4005	From 4/1/91 To 4/5/92 Upon Leaving \$ 4.00 \$ 3.75 HR WK YR	Cook/Lifeguard ☐ FULL-TIME ☒ PART-TIME JOB RESPONSIBILITIES Lifeguard in the summer + cook the remainder	Lay off	
COMPANY ADDRESS, CITY, STATE IMMEDIATE SUPERVISOR SUPERVISOR TITLE WORK TELEPHONE ()	DATES OF EMPLOYMENT From / / To / / Upon Leaving \$ \$ HR WK YR	PAY RATE POSITION HELD JOB TITLE ☐ FULL TIME ☐ PART TIME JOB RESPONSIBILITIES	REASON FOR LEAVING	
ANY PERIODS OF UNEMPLOYMENT? ☐ YES ☒ NO IF YES, PLEASE EXPLAIN AND GIVE DATES:				
PLEASE LIST ANY SKILLS, ABILITIES, HOBBIES, TRAINING, ETC. WHICH YOU FEEL MAY BE AN ASSET (EXAMPLE: BUSINESS MACHINES, VOLUNTEER WORK, ADDITIONAL LANGUAGES, DATA PROCESSING, CLERICAL, ETC.) I was responsible for inventory at both jobs.				
PLEASE READ THE FOLLOWING AND SIGN BELOW: I acknowledge that the facts set forth on this application are true and complete. I understand that if employed, any false statement or omission on this application or any attachment shall be sufficient cause for dismissal. I understand that most Meijer facilities and units operate 24 hours/7 days per week and that, if I am employed by Meijer, I may be scheduled to work any time or day of that week, including holidays. I understand that before I am hired, Meijer may require me to undergo a physical examination and/or a drug or alcohol test. I agree to take such an examination and/or test. I also understand that if I am hired, Meijer may require me to undergo a drug and/or alcohol test at any time during my employment. I agree to take such a test. I authorize Meijer to use its personnel or any investigative agency to investigate my employment record, health, education, criminal conviction record and financial record. I also authorize all my employers and former employers, references, credit reporting agencies/bureaus, medical facilities, educational institutions and any other person(s) contacted by Meijer representatives to provide Meijer with all records and information relevant to my employment application with Meijer. I release all parties who provide such records or information from all liabilities arising from such disclosures; and I waive any rights to notice of such disclosures. If I am hired into or later transferred or promoted to a non-bargaining unit position, I agree to arbitrate any claim, controversy, dispute or complaint arising out of or relating to the termination of my employment under any company arbitration policy and/or procedure which exists at the time of the termination of my employment and for which I am eligible. I authorize Meijer to copy this document and agree that such copies with my signature shall have the same legal force and effect as the original document with my signature.				
Signature <u>Alfred Thompson</u>			Date <u>4-15-94</u>	
MEIJER, INC. WISHES TO EXPRESS ITS APPRECIATION TO YOU FOR CONSIDERING US AS A POTENTIAL EMPLOYER.				

GENERAL OFFICES
 Michigan Address — 2727 Walker Avenue, N.W. • Grand Rapids, MI 49504-1369 • Telephone (616) 453-6711
 Ohio Address — 3070 Presidential Drive • Suite 105 • Fairborn, OH 45324-6273 • Telephone (513) 429-0277

MEIJER EMPLOYMENT APPLICATION

An equal opportunity employer.

At which Meijer location are you seeking employment? List street name:

PL 3A rev 0893

EMPLOYMENT HISTORY				
LIST BELOW PAST AND PRESENT EMPLOYMENT BEGINNING WITH YOUR MOST RECENT. INCLUDE U.S. MILITARY EXPERIENCE.				
COMPANY	DATES OF EMPLOYMENT	PAY RATE	POSITION HELD JOB TITLE	REASON FOR LEAVING
ADDRESS, CITY, STATE				
IMMEDIATE SUPERVISOR	From	To Start		
SUPERVISOR TITLE	To	Upon Leaving	☐ FULL-TIME ☐ PART-TIME	
WORK TELEPHONE ()	MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO		JOB RESPONSIBILITIES	
COMPANY	DATES OF EMPLOYMENT	PAY RATE	POSITION HELD JOB TITLE	REASON FOR LEAVING
ADDRESS, CITY, STATE				
IMMEDIATE SUPERVISOR	From	To Start		
SUPERVISOR TITLE	To	Upon Leaving	☐ FULL-TIME ☐ PART-TIME	
WORK TELEPHONE ()	MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO		JOB RESPONSIBILITIES	
COMPANY	DATES OF EMPLOYMENT	PAY RATE	POSITION HELD JOB TITLE	REASON FOR LEAVING
ADDRESS, CITY, STATE				
IMMEDIATE SUPERVISOR	From	To Start		
SUPERVISOR TITLE	To	Upon Leaving	☐ FULL-TIME ☐ PART-TIME	
WORK TELEPHONE ()	MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO		JOB RESPONSIBILITIES	
ANY PERIODS OF UNEMPLOYMENT? ☐ YES ☐ NO IF YES, PLEASE EXPLAIN AND GIVE DATES:				
PLEASE LIST ANY SKILLS, ABILITIES, HOBBIES, TRAINING, ETC. WHICH YOU FEEL MAY BE AN ASSET. (EXAMPLE: BUSINESS MACHINES, VOLUNTEER WORK, ADDITIONAL LANGUAGES, DATA PROCESSING, CLERICAL, ETC.)				
PLEASE READ THE FOLLOWING AND SIGN BELOW: I acknowledge that the facts set forth on this application are true and complete. I understand that if employed, any false statement or omission on this application or any attachment shall be sufficient cause for dismissal. I understand that most Meijer facilities and units operate 24 hours/7 days per week and that, if I am employed by Meijer, I may be scheduled to work any time or day of that week, including holidays. I understand that before I am hired, Meijer may require me to undergo a physical examination and/or a drug or alcohol test. I agree to take such an examination and/or test. I also understand that if I am hired, Meijer may require me to undergo a drug and/or alcohol test at any time during my employment. I agree to take such a test. I authorize Meijer to use its personnel or any investigative agency to investigate my employment record, health, education, criminal conviction record and financial record. I also authorize all my employers and former employers, references, credit reporting agencies/bureaus, medical facilities, educational institutions and any other person(s) contacted by Meijer representatives to provide Meijer with all records and information relevant to my employment application with Meijer. I release all parties who provide such records or information from all liabilities arising from such disclosures, and I waive any rights to notice of such disclosures. If I am hired into or later transferred or promoted to a non-bargaining unit position, I agree to arbitrate any claim, controversy, dispute or complaint arising out of or relating to the termination of my employment under any company arbitration policy and/or procedure which exists at the time of the termination of my employment and for which I am eligible. I authorize Meijer to copy this document and agree that such copies with my signature shall have the same legal force and effect as the original document with my signature.				
Signature _____			Date _____	
MEIJER, INC. WISHES TO EXPRESS ITS APPRECIATION TO YOU FOR CONSIDERING US AS A POTENTIAL EMPLOYER.				

GENERAL OFFICES
 Michigan Address — 2727 Walker Avenue, N.W. • Grand Rapids, MI 49504-1369 • Telephone (616) 453-6711
 Ohio Address — 3070 Presidential Drive • Suite 105 • Fairborn, OH 45324-6273 • Telephone (513) 429-0277

Sample Completed Form (Ohio Tax Form)



OHIO IT-1040EZ 1993
Ohio Income Tax Return For Single Filers With No Dependents

FOR DEPARTMENTAL USE ONLY

PLACE LABEL HERE

If you use the label, do not fill in the boxes below.

YOUR SOCIAL SECURITY NUMBER

000 00 0080

NAME (LAST)

CORTERRA M SANDERS

ADDRESS

212 VILLAGE PARKWAY

CITY

ANYTOWN

STATE

OH

ZIP CODE

22208

COUNTY

SUMM

Ohio Political Party Fund
Do you want \$1 to go to this fund?

Yes ☒ No ☒

Public School District Number:

1234567890

PRINT NUMBERS CAREFULLY AS SHOWN

INCOME

- 1 Write your Federal Adjusted Gross Income, from Federal Form 1040-Tel, 1040EZ line 4, 1040A line 16, or 1040 line 31 (cannot exceed \$49,999 to use this form). 1

17 814 00

TAX

- 2 Find the tax for the amount on line 1. Use the EZ tax table in the Ohio IT-1040EZ Booklet (pages 8-11). 2

321 00

TAX WITHHELD

- 3 Ohio income tax withheld from your W-2 Form(s). (Attach withholding statement(s) to the bottom left of this return.) 3

293 00

REFUND

- 4 If line 3 is larger than line 2, subtract line 2 from line 3. This is your refund. 4

0 00

AMOUNT YOU OWE

- 5 If line 2 is larger than line 3, subtract line 3 from line 2. This is the amount you owe. Attach payment made payable to: Treasurer of State of Ohio. Please write social security number on check or money order. 5

28 00

IF THE AMOUNT YOU OWE IS LESS THAN \$1 IN PAYMENT NEED NOT BE MADE, AND IF THE REFUND IS LESS THAN \$1.01 NO REFUND WILL BE AWARDED

NATURAL AREAS AND WILDLIFE CHECKOFF



Do not complete lines 6 or 7 unless you want to donate all or part of your refund amount on line 4 to Natural Areas & Wildlife. If you complete lines 6 or 7 your refund will automatically be reduced by the amount(s) you donate!



- 6 Amount of your REFUND (line 4) you wish to DONATE to nature preserves, scenic rivers, and endangered species protection: \$3 ☐ \$5 ☐ \$10 ☐ Other ☐ Check box and enter amount on line 6. 6

- 7 Amount of your REFUND (line 4) you wish to DONATE for conservation of endangered and other wildlife species: \$3 ☐ \$5 ☐ \$10 ☐ Other ☐ Check box and enter amount on line 7. 7

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Keep a copy of this return for your records.

Corterra M. Sanders

4-15-94

Date

MAIL TO:
OHIO DEPARTMENT OF TAXATION
P. O. BOX 182294
COLUMBUS, OHIO 43218-2294

FOR DEPARTMENTAL USE ONLY

3a

5a

ATTACH W-2s HERE AND ANY PAYMENT ON TOP OF W-2s

1993 Instructions For Ohio Form IT-1040EZ

Can I Use The Short Version Of The Ohio Income Tax Return, Form IT-1040EZ?

You may use Form IT-1040EZ if you meet all eight of the following requirements:

1. Your filing status is single.
2. Your income does not exceed \$49,999.
3. You were 64 or younger on December 31, 1993.
4. You were a full-year resident of Ohio.
5. You do not claim any dependents other than yourself.
6. You do not have any credits or payments except tax withheld.
7. You do not have any Ohio adjustments to Federal Adjusted Gross Income, and
8. You do not want to credit any part of your 1993 overpayment to your 1994 Ohio income tax liability.

If you do not meet all eight requirements, you must file the longer version of the tax return, Form IT-1040. You may pick up Form IT-1040 at your local bank, post office, or library, or you may call any of our offices listed on the back of the IT-1040EZ booklet to have one mailed to you.

Completing Your Return

Fill out your federal tax return first. You will need some of the federal tax information to complete your Ohio return.

Most people can fill out this form by following the line instructions on the front. You will have to use the IT-1040EZ booklet to look up your tax on the special EZ tax table. The IT-1040EZ booklet lists the most commonly used Ohio adjustments and credits. If you have any of these adjustments or credits, it may be to your benefit to file the long version, Form IT-1040.

If Handprinted, Print Your Characters Like This

- PLEASE FOLLOW THIS EXAMPLE WHEN HAND PRINTING
- USE A NUMBER 2 LEAD PENCIL OR BLACK INK
- IF LINES DO NOT APPLY, LEAVE BLANK

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
 1 2 3 4 5 6 7 8 9 0

Special Tax Table

The tax table in the IT-1040EZ booklet requires no adjustments or deductions for your exemption. A \$650 exemption deduction and a \$20 exemption credit have already been deducted for you. This special tax table cannot be used to calculate the tax for the long version, Form IT-1040.

Avoid Common Mistakes

1. Are your name, address, and social security number on the label correct? If not, did you correct the label?
2. If you use the label, do not complete the name and address blocks below the label.
3. If you didn't get the label, did you enter your name, address (including zip code), and social security number in the spaces provided on Form IT-1040EZ?
4. Did you check your computations (additions, subtractions, etc.) especially when figuring your Ohio income tax withheld and your refund or amount you owe?
5. Did you use the amount from line 1 to find your tax in the special IT-1040EZ tax table?
6. Did you enter the correct tax amount on line 2?
7. Did you attach your W-2 form(s) to the bottom left of your return, and did you sign and date Form IT-1040EZ?
8. Any amounts entered on lines 6 or 7 will reduce your refund.

What If I Pay Someone To Prepare My Return?

Generally, anyone you pay to prepare your return must sign it and provide their address at the bottom of the form below your signature.

Someone who prepares your return for no charge does not have to sign the return.

Mailing Your Return

Please do not send photocopies. Use original forms only.

Mail your return by **April 15, 1994**. Use the envelope that came with the booklet if you do not have that envelope; mail to the address shown at the bottom of the form.

Student Activity - Sample Form (Ohio Tax Form)



OHIO IT-1040EZ

Ohio Income Tax Return For Single Filers With No Dependents

1993

FOR DEPARTMENTAL USE ONLY

PLACE LABEL HERE

If you use the label, do not fill in the boxes below.

YOUR SOCIAL SECURITY NUMBER

--	--	--	--	--	--	--	--	--	--

NAME (FIRST)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

M.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

LAST

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

ADDRESS

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

CITY

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

STATE

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

ZIP CODE

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

COUNTY

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Ohio Political Party Fund
Do you want \$1 to go to this fund?

Yes ☒ No ☒

Public School District Number:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

PRINT NUMBERS CAREFULLY AS SHOWN

INCOME

- 1 Write your Federal Adjusted Gross Income, from Federal Form 1040-Tal, 1040EZ line 4, 1040A line 18, or 1040 line 31 (cannot exceed \$48,000 to use this form). 1

--	--	--	--	--	--	--	--	--	--

TAX

- 2 Find the tax for the amount on line 1. Use the EZ tax table in the Ohio IT-1040EZ Booklet (pages 9-11). 2

--	--	--	--	--	--	--	--	--	--

TAX WITHHELD

- 3 Ohio income tax withheld from your W-2 Form(s). (Attach withholding statement(s) to the bottom left of this return.) 3

--	--	--	--	--	--	--	--	--	--

REFUND

- 4 If line 3 is larger than line 2, subtract line 2 from line 3. This is your refund. 4

--	--	--	--	--	--	--	--	--	--

AMOUNT YOU OWE

- 5 If line 2 is larger than line 3, subtract line 3 from line 2. This is the amount you owe. Attach payment made payable to: Treasurer of State of Ohio. Please write social security number on check or money order. 5

--	--	--	--	--	--	--	--	--	--

IF THE AMOUNT YOU OWE IS LESS THAN \$1.00 PAYMENT NEED NOT BE MADE, AND IF THE REFUND IS LESS THAN \$1.00 NO REFUND WILL BE ISSUED

NATURAL AREAS AND WILDLIFE CHECKOFF



Do not complete lines 6 or 7 unless you want to donate all or part of your refund amount on line 4 to Natural Areas & Wildlife. If you complete lines 6 or 7 your refund will automatically be reduced by the amount(s) you donate!



- 6 Amount of your REFUND (line 4) you wish to DONATE to nature preserves, scenic rivers, and endangered species protection: \$3 ☐ \$5 ☐ \$10 ☐ Other ☐ Check box and enter amount on line 6. 6

--	--	--	--	--	--	--	--	--	--

- 7 Amount of your REFUND (line 4) you wish to DONATE for conservation of endangered and other wildlife species: \$3 ☐ \$5 ☐ \$10 ☐ Other ☐ Check box and enter amount on line 7. 7

--	--	--	--	--	--	--	--	--	--

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Keep a copy of this return for your records.

☒

Your signature

Date

MAIL TO:
OHIO DEPARTMENT OF TAXATION
P. O. BOX 182294
COLUMBUS, OHIO 43218-2294

FOR DEPARTMENTAL USE ONLY

3a									
5a									

ATTACH W-2s HERE AND ANY PAYMENT ON TOP OF W-2s

Résumé

Your **résumé** (pronounced `rez a mâ) will provide any prospective employer with information about your work history, education, and abilities. Your résumé will allow you to list your accomplishments in detail. The résumé provides a **concise** listing of your skills in more detail than the introductory letter permits.

Different sections contained within a résumé

- The *general information* consists of your complete name, address, and phone number.
- Your *objective* should indicate your career goal.
- The *education* section should include all education completed and/or classes you are currently attending. It may be helpful to list your area of study in this section. The *work experience* section should include all jobs and volunteer positions held. Be sure to describe your duties for each job.
- The *activities* section should list all memberships and offices held. This section will exhibit your ability to lead others.
- The *honors/awards* section should include all of your recognized achievements.
- The *interests* section should include those activities you enjoy during your spare time.
- Last, the *references* section will give the employer an opportunity to speak with individuals who can positively recommend your work abilities and verify that you are of good character. It is important that you receive permission from all of your references before you use their names. Do not use family members as references.

The following résumé is provided as a guide for you to use in completing your own résumé. The categories to be included are listed.

Sample Résumé

Jennifer M. Smith
18888 Melbourne Place
Anytown, OH 43222
(614) 555-8888

OBJECTIVE To obtain a job as an administrative assistant

EDUCATION Anytown Vocational High School
Anytown, OH 43220
(614) 555-9999
Grade Point Average: 3.78
Program: Secretarial Studies I and II
Graduation: June (year)

WORK EXPERIENCE Anytown Hospital, Anytown, OH
January (year) to present
Duties: Processing mail, filing records, serving as receptionist, typing correspondence, processing correspondence, and maintaining records

Hamburger Haven, Anytown, OH.
June (year) to January (year)
Duties: Cashier, prep cook, salad bar prep, and hostess.

Mercy Hospital, Anytown, OH
June (year) to present
Duties: Volunteer at registration desk

ACTIVITIES Marching band
Student Council President
Swim team co-captain
SADD (Students Against Drunk Driving) Member

HONORS/AWARDS Student of the Month, (year)
Junior Mayor, (year)

INTERESTS Swimming, marching band, and reading

REFERENCES Mr. William Jones, Counselor
Anytown High School
3333 Jones Road
Anytown, OH 43222
(614) 555-9765

Ms. Sue Taylor, Manager
Hamburger Haven
9090 River Road
Anytown, OH 43222
(614) 555-2307

Student Activity

Complete the following résumé with your own information. Be sure to list all experiences in **chronological order**. (List the most recent item first.)

OBJECTIVE

EDUCATION

WORK EXPERIENCE

ACTIVITIES

HONORS/AWARDS

INTERESTS

REFERENCES

Conclusion

Writing skills are very important in all means of written communication. Items that are **illegible** or **incoherent** interrupt the readers' train of thought and create a barrier to communication. It is important to follow all directions and write concisely. We have learned how different letter formats are required for varying situations. We have also learned how physical appearance and a well-written résumé can make the difference in making a good first impression.

Practice your writing skills continually. Your writing skills will continue to improve as you become more familiar with writing activities.

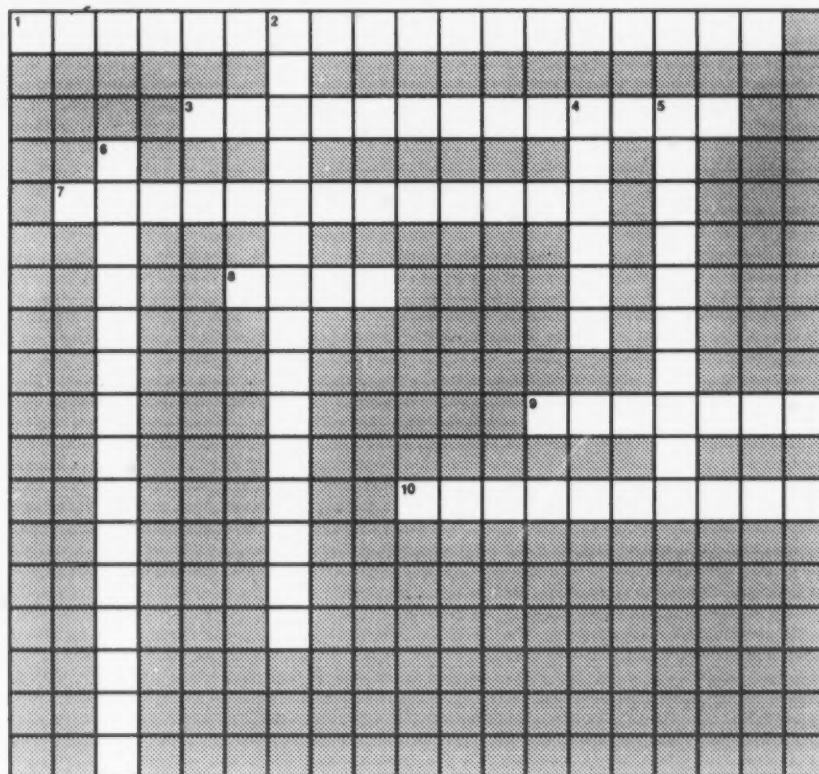
Questions for further thought

What method is best for you to improve your writing skills?

How will computers affect your writing skills in the future?

If the art of writing letters to friends has declined, how can the tradition of letter writing be improved?

Crossword Puzzle - Writing Skills



Across clues

1. Information arranged in time order (two words)
3. The writer's address on a letter
7. The name and address of the person to whom you are writing a letter (two words)
8. The attitude the writer reveals in a letter
9. Quality of writing that can be read easily
10. People that can tell prospective employers about your work abilities

Down clues

2. A letter written to get information (three words)
4. Information about your work history, education, and abilities
5. The opening greeting of a letter
6. Handwritten notes and personal letters (two words)

Matching Vocabulary

Select the *best* answer.

1. ____ chronological order

2. ____ references

3. ____ résumé

4. ____ legible

5. ____ letter of inquiry

6. ____ inside address

7. ____ tone

8. ____ salutation

9. ____ return address

A. The opening greeting of a letter

B. A letter written to get information

C. People that can tell about your work abilities

D. The name and address of the person to whom you are writing a letter

E. Information about your work history, education, and abilities

F. The writer's address on a letter

G. Information arranged in time order

H. The attitude the writer reveals in the letter

I. Writing that can be read easily

Unit IV

Study Skills

Introduction

The study skills you learn as a student will be useful to you throughout your entire life. As an employee, you will always be challenged to learn new ideas, new technology, and new skills. This section will help you improve your study skills.

Objectives

After studying this unit, you will be able to—

- take notes in a class or from a textbook
- read your textbooks more effectively
- be better prepared to take tests
- remember important information more easily

Springboard Questions

- What barriers prevent you from studying?
- What is your best study technique?
- Do you get nervous when taking a test?
- Why would an employer want you to have good study skills?

Vocabulary

To improve your study skills and better understand this unit, it will be helpful for you to know the meanings of these vocabulary terms and phrases. You will find that these terms are in bold print within the text of this unit. As you find these terms in your reading try to determine the meaning. If you need help with the definition, use a dictionary or ask your teacher for help.

acronyms

appendix

associating

bibliography

glossary

index

long-term memory

mind map

mnemonics

preface

recall column

sensory memory

sequence

short-term memory

spatial order

study frame

table of contents

title page

Learning and Memory

A Word About Learning

When you are in school, you know that you are a student. Did you know that you will be a student all of your life? Your employer will expect you to learn about new ideas and products. Also, in everyday life you will have to learn about new things continually. You may get a new car with air conditioning system you need to find out about. The government may print new tax forms that you must learn to complete. You may want to learn how to play a new sport or game and may need to read directions. It is hard to imagine how many different types of information you will need to learn in the future.

A key to being a successful student is to take an active part in all of your learning. You cannot expect your boss, your teacher, your spouse, or even your friends to be responsible for your learning. You need to learn and practice study skills that will make you a more active student.

A Word About Memory

Every student wants a good memory. However, forgetting is very normal. If you never forgot anything, your mind would be so full you would not be able to think! To learn how to remember more information, you should know something about the memory process in your brain. You have three kinds of memory: sensory memory, short-term memory, and long-term memory. Each of these is described below.

Sensory memory—You find out about the world through your five senses: hearing, sight, taste, smell, and touch. Everything is recorded in your brain, but only for a few seconds. Some experiences you remember very easily from your sensory memory. A baby learns very quickly not to touch hot things. You might remember a great party when you hear a particular song. The smell of bacon frying might bring back memories of a trip to your grandmother's house. By really concentrating, you can transfer sensory information to your short-term memory, where you will remember information a little bit longer.

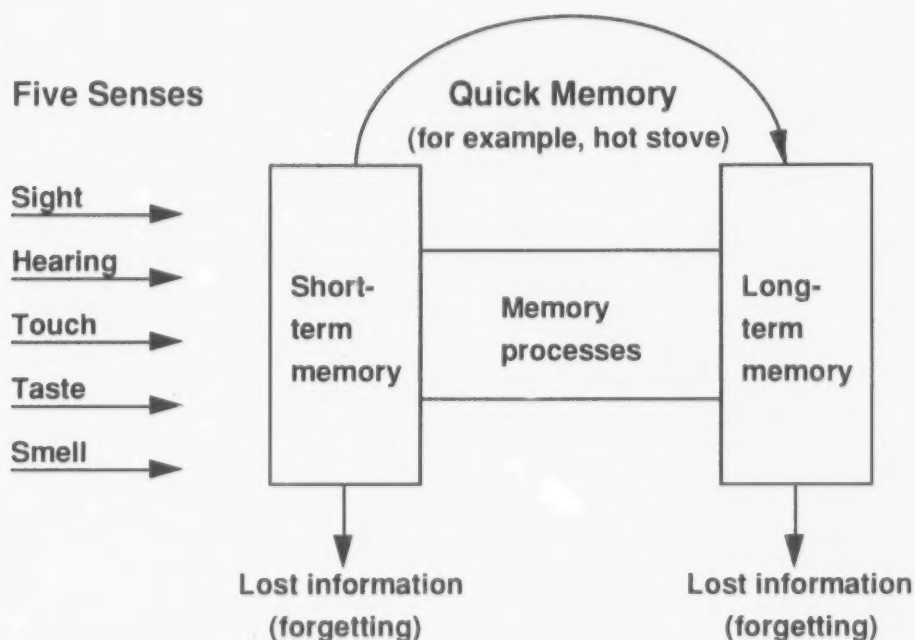
Short-term memory—This type of memory does not last long. You may remember a new friend's telephone number for an afternoon and then forget it the next day. If you cram for a test, you may remember a few things for the next day. However, there is often much information you will want to remember for a much longer time. You must be an active student to move information from your short-term memory to your long-term memory.

Long-term memory—The information stored in long-term memory will stay with you for a while. The more you understand material, the more likely it is that you will be able to get it into your long-term memory. It is a good idea to "change" the information you are trying to remember by using some memory tricks. You need to find a memory trick that works for you.

For example, if you read information shown on a chart, try to make sentences describing the information. Also, the more you use some active memory tricks, the more information you will keep in your long-term memory.

Review the following diagram of the memory process.

Diagram of a Memory Model



But I Forgot

One of the hardest things for many people to do is to remember information, especially when it involves new words or new ideas. There is however, an approach to remembering things known as **mnemonics** (pronounced nee-mon-iks). A mnemonic device is like an invisible string around your finger that keys your memory. Mnemonics is simply making up a trick to key your memory. For instance, if you have trouble spelling words with "ie" or "ei" in them, you might remember "i before e except after c or when pronounced **a** as in neighbor and weigh." Make up your own mnemonic devices for things you wish to remember.

Suppose you must learn the names of the Great Lakes: Superior, Ontario, Erie, Michigan, and Huron. Make a word out of the first letters of their names—HOMES. (This is a common memory trick you may have already learned.)

H	Huron
O	Ontario
M	Michigan
E	Erie
S	Superior

Words made from first letters of other words are called **acronyms**. New acronyms are made up every day and become common since they are often used in everyday conversation. Radar, Sonar, NATO, ZIP, and SALT are all acronyms. (If you are curious about what words these acronyms stand for, look them up.) Can you think of some other acronyms?

When you need to know all the parts of something (like the bones in the body, the muscles in the face, the parts of a transmission, or parts of a business letter) organize the material into some kind of order that makes sense to you.

- Put things in the order in which you do them (**sequence**).
- Put things in order from front to back, top to bottom, or outside to inside (**spatial order**).
- Put events into time order, the order in which things occur.
- Alphabetize the parts, and then review the alphabet.
- Remember numbers, names, and dates by **associating** them with something else. For example:

- a. To remember the California Gold Rush, try something like *gold mine-1849*.
- b. Take the digits of a phone number and convert them into a word, like *Dial 1-800-FISH*.
- c. Remember a person's name by asking the person to repeat it. Then associate the name with something else. This is sometimes referred to as learning by association. You may know another person with the same name and can compare the new acquaintance with that person, or remember a characteristic about the person that reminds you of his or her name.

Student Activity

To learn more about mnemonics complete the following exercises.

1. What mnemonic device might you use to remember the name Price?

2. What mnemonic device might you use to remember the name Brown?

3. Check the digits of your own phone number and see if you can make a word using the letters associated with the numbers. (Example: 422-7246—letters from the digits 7246 make the word RAIN.)

4. List three pieces of information you have in your long-term memory. Compare your list with someone else in your class.

5. What mnemonic device might you use to remember the difference between the words *peace* and *piece*?

6. What mnemonic device might you use to remember the number of days in each month?

Getting to Know Your Textbook

You probably are familiar with many different tools of your trade. Did you know that your textbook is also a useful tool for you? You should take some time to become familiar with your textbook. Most textbooks have similar parts. The following list describes several of the common parts found in a textbook.

1. **Title page**

The title page is in the front of the book. It includes the title, name of the author(s), the publishing company, and the copyright date (or this date may be on a separate page and called the *copyright page*.)

2. **Introduction or preface**

This part of the book usually describes the purpose of the book. The author may explain study aids for students and teachers.

3. **Table of contents**

The table of contents is a general outline of the contents of the book. It is found at the beginning of the book and usually listed as *Contents*.

4. **Index**

The index is usually at the end of the book. It includes a very detailed list of topics that are covered within the text of the book and the page numbers where they can be found. You may also find a name index of people quoted in the book.

5. **Glossary**

The glossary is a type of dictionary. It is a list of special terms and words found in the book. If your book has one, be sure to use it often.

6. **Appendix**

The appendix includes additional related reading.

7. **Special study aids**

Special study aids may be included that could be in the form of questions, word lists, outlines, or other ideas that help you remember.

8. **Bibliography**

This is a list of other books and magazines related to the subject.

Student Activity

Look carefully at one of your textbooks. Put a check next to each part that you can find in the textbook.

Book title: _____

1. _____ title page

2. _____ copyright date

3. _____ preface or introduction

4. _____ index

5. _____ glossary

6. _____ appendix

7. _____ special study aid

8. _____ bibliography

Note-Taking

Why You Should Take Notes

The purpose of taking notes in class is to capture the ideas presented so you can study and master them later. Often we have to take notes or we will forget the important ideas! If you have notes, you can read them and study them to remember the ideas.

A System for Taking Notes

Part One: Before Class

- It is useful to take notes in a large, loose-leaf notebook. This will give you needed space and allow you to add handouts from the class.
- If possible, take notes on only one side of the paper. You do not want to waste paper, but taking one-sided notes will allow you to remove them from the notebook so you can spread them out to study.
- Draw a line about two and one-half inches from the left edge of each sheet of paper. This is called a **recall column**. In class, write your notes on the right side of this line. (You will use the recall column later.)

Recall Column	Notes

- Before each class take a few minutes to look over the notes from the previous day's class. This will help you remember old ideas and connect them to the new ideas.

Part Two: During Class

- Record your notes in simple paragraph form.
- Skip lines to separate the end of one idea from the beginning of another.
- Use abbreviations when you can.
- Write neatly so you can read your notes later.

Part Three: After Class

- Read through your notes. Try to fill in any blank spaces you may have left during the lecture. Underline or box in special terms and vocabulary words.
- Now you are ready to use the **recall column**. In the recall column, jot down key ideas, words, and phrases.
- When you study, you should cover the main part of your notes and see if you know the information in the recall column. This information will be like an outline of the course and will serve as an important review tool.

A sample set of notes prepared using this system is shown on the following page.

Sample Class Notes

RECALL Column

Corrugations
 - pumice powder
 Furrows
 - orange stick
 Leuconychia
 - disappear
 Onychomhexis
 - oil manicures
 Onychophagy
 manicures
 cuticles

Notes

Nail irregularities
 • Corrugations - wavy ridges
 growth not even
 buff with pumice powder
 • Furrows - depressions
 lengthwise or across
 causes - illness, injury,
 pregnancy, stress
 use cotton tip orange stick
 • Leuconychia - white spots
 no disease; will disappear
 • Onychomhexis - split or
 brittle
 oil manicures
 • Onychophagy - bitten nails
 care for cuticle
 - frequent manicures

Student Activity

Listen to a class lecture and take notes on this page or one like it. After class, polish your notes and fill in the recall column.

Recall	Notes

How to Study for a Test

It is natural to be nervous about taking tests. The best way to get over this nervousness is to keep up with your work and to be well prepared before a test. However, there are some skills that will help you with test-taking.

- Set up a study schedule. Try to study a little each day.
- Decide what to study. Spend the most time on material you do not know very well.
- Get all of your materials together. You may need class notes, your textbook, class handouts, other tests, homework, and graded assignments.
- Make and use study review tools. Such tools include the following:
 - index cards noting new words
 - outlines
 - study charts
 - diagrams of information

Examples of three types of study review tools are shown on the following pages: vocabulary cards, study frames, and mind maps.

Vocabulary Cards

Vocabulary cards can help you when you study and learn new words. An index card works well for this purpose. On the back side, write clues to help you remember the word. Good clues may include writing sentences using the word or drawing a small sketch.

Sample Vocabulary Card

Inflammation-
skin disorder characterized
by redness, pain, swelling
and heat

FRONT

Infection can cause inflammation
Clue: flame is red

BACK

Study Frame

A **study frame** is a chart that includes similar information about several topics. It is useful when you have to study a lot of information.

Sample Study Frame

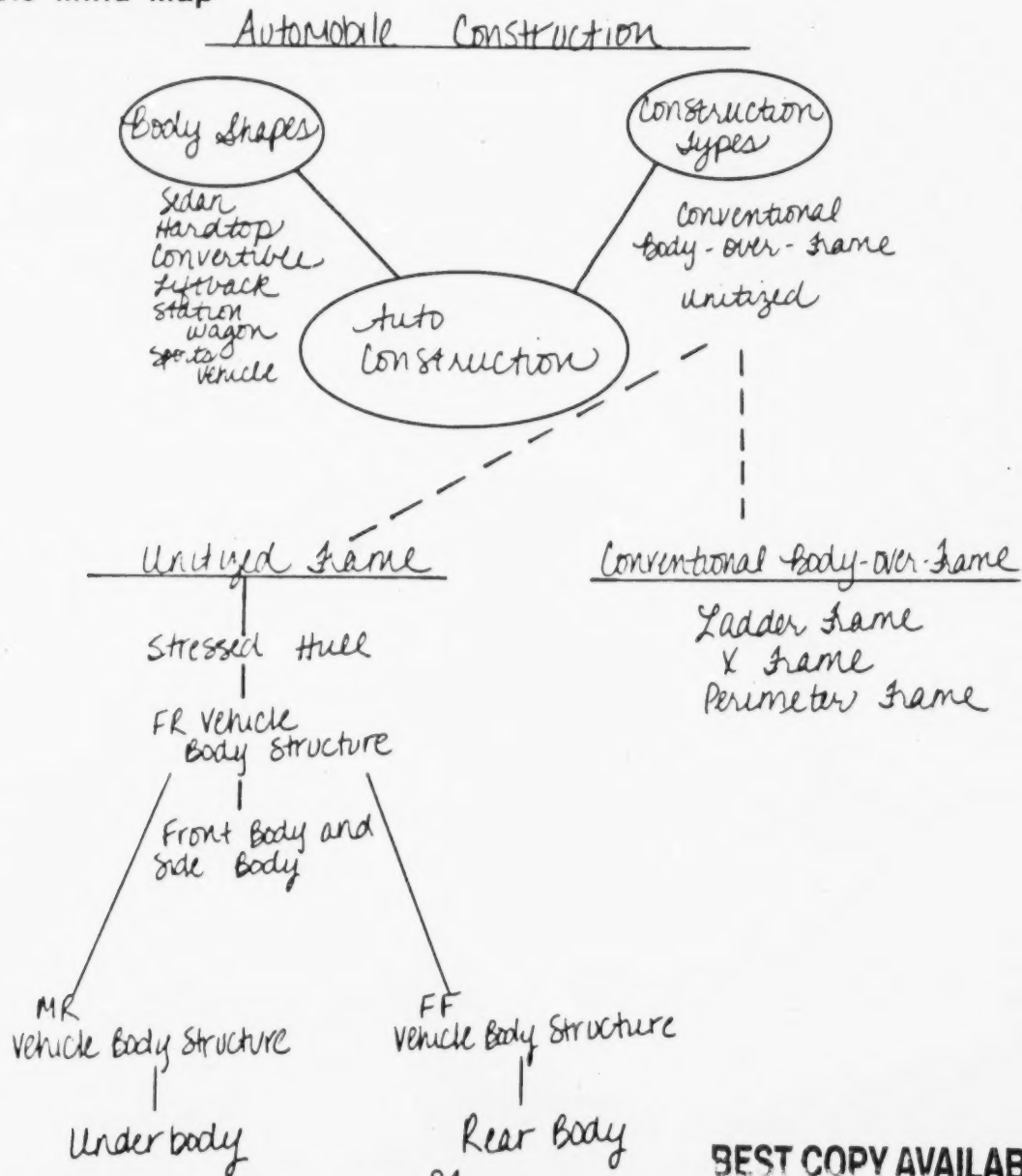
Types of Business Organizations

	Proprietorships	Partnerships	Corporations	Cooperatives
Definitions	One person owns full claim to assets Responsible for debts	Owned by 2 or more	Need charter stockholders (shares) Directors and officers	User members own and operate to supply selves goods and services
Types of Businesses	Personal service	Furnish one or more service Different location Same as Proprietorship	Require large capital Have uncertain futures	Not many exist Consumers business firms Examples-credit unions, mutual insurance company, apartment ownership
Ownership	Proprietor	2 or more people (limited partnership)	Stockholders close corporation open (public) corporation	User-members Buy shares of stock Elect board of directors
Advantages	Owner boss-all profits Know employees and customers Can act quickly Less income tax	Skills pooled More capital Better credit Increased concern by owners Less tax May retire	Available Capital Limited liability Permanency of existence Ease of transferring ownership	Members have cost and profit advantage
Disadvantages	Owner may lack skills and funds Owner bears all losses Illness or death closes business	Unlimited financial liability Disagreement among owners Bound by contract Limited capital Divide profits	Taxation Government regulations Stockholders records Charter restrictions	

Mind Map

A **mind map** is a picture that helps you remember a lot of information. The picture does not have to be fancy, but it should show important relationships among the information you have been studying. This is very useful if you are studying for a unit test. You should use information from your textbook, class notes, and handouts to make your mind map.

Sample Mind Map



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Helpful Hints for Taking a Test

The best way to prepare for a test is to study and learn the material. When you actually have the test in front of you, there are some additional things you can do to help you do your best.

The following tips can help you be a better test-taker.

- Look over the whole test. Try to figure out which parts will take you the longest and which parts are worth the most points. Allow the most time for these parts.
- Read the directions carefully and be sure to follow them.
- Read each question carefully, and make sure you understand it. If you are not sure about the meaning of a question, ask the teacher.
- For multiple-choice questions, eliminate the wrong choices first. Then, you should be able to pick the right answer from fewer choices.
- For true-false questions, mark *true* only if it is true without exception. Be careful of words like *usually*, *sometimes*, and *never*. Change these words in the question and see how the meaning changes.
- For fill-in-the-blank questions, make sure the statement makes sense once you have completed it. Read the sentence to yourself to check your answer.
- There are several suggestions to remember for essay questions:
 - As you read the question, jot down ideas you may use.
 - Organize your answer in your head before you write down anything.
 - Only include information that is related to the topic. Don't try to pad your answer.
 - Never write excuses like "I didn't have enough time," or "I wasn't here on Monday."
 - Avoid spelling and grammar errors.
 - Proofread your answers.

Student Activity

Look at a test you have already taken. Write down at least three things you could have done better that would have improved your grade. Keep in mind the ideas you have just read.

1.

2.

3.

Conclusion

Study skills will be useful to you throughout your career. Good note-taking techniques provide you with a skill that can help you keep information for future use. There are several ways that can help you study for tests, reduce your nervousness, and allow you to feel more comfortable with the different types of test questions.

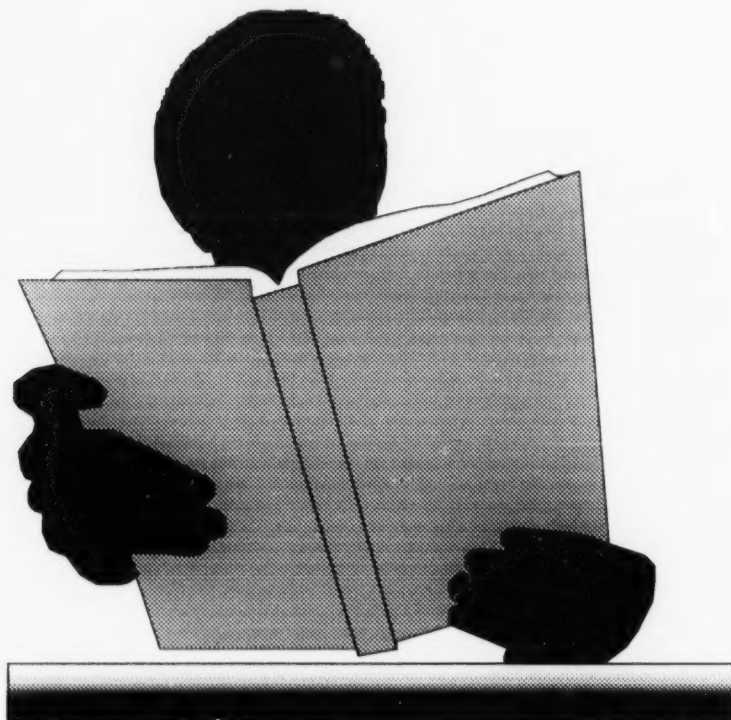
In today's world of work, it is common for people to continue with life-long learning and studying activities. Developing good study skills now will provide you with tools you may need as you advance in your career and become involved with continuing education.

Questions for further thought

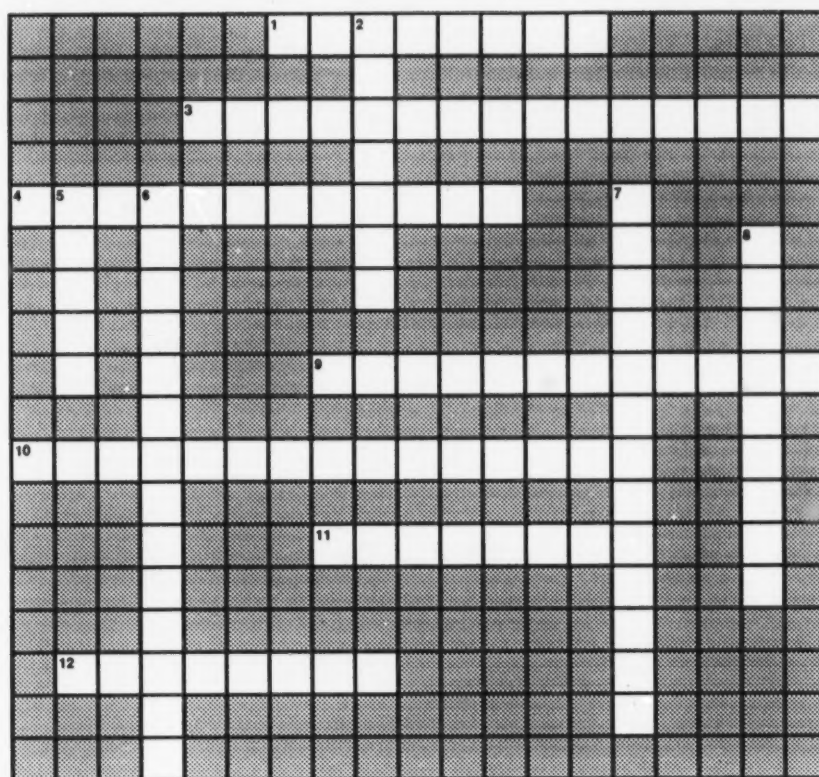
Why is it important to be an active learner?

Why do some students get nervous before taking a test?

What are three important study skills that would work for you?



Crossword Puzzle - Study Skills



Across clues

1. A section of a book with special information for additional related reading
3. A general outline of a book (three words)
4. List of books and magazines related to a specific subject
9. Place to write key ideas, terms, and phrases from your class notes (two words)
10. Memory that does not last very long (two words)
11. Time order
12. List of special terms and words found in a book

Down clues

2. Tells you the purpose of a book
5. A detailed list of topics in a book
6. Memory that is stored for a longer period (two words)
7. Learning about the world through your five senses
8. Tricks to key your memory

Word Scramble

Unscramble the words.

1. DEXIN _____
2. RLCLAE _____
3. APEDNXPI _____
4. RSSOYEN _____
5. MINCNOSME _____
6. BYAIGILOBPRH _____
7. SCQEEENU _____
8. FEAERCP _____
9. SRLSGAOY _____

Word list

SENSORY
INDEX
RECALL
MNEMONICS
GLOSSARY

SEQUENCE
APPENDIX
PREFACE
BIBLIOGRAPHY

Teachers Guide

Communication Skills I

Communication Skills I has been written for student use in a variety of types of classrooms. The material was written to address specific skill areas but also to be flexible enough to meet student needs in both vocational and academic classes. The skill areas covered in *Communication Skills I* include communicating with others, reading skills, writing skills, and study skills.

Organization of the Material

Each unit begins with an introductory page. This page includes an introduction, objectives, springboard questions, and vocabulary words from the unit.

The purpose of the springboard questions is to help students think about the material before working with it. These questions will help students with their pre-knowledge and will help them ease into the subject. You may want to develop your own introductory questions as you introduce the material.

The vocabulary list includes words or phrases that will help the student better understand the material. The vocabulary words are in bold print in the reading materials. Definitions are not provided for several reasons. The authors believe it is useful to point out the words and also believe the meanings of the words should be presented in context rather than in isolation. In other words, it is not necessary for students to "know" all the meanings before reading the material. However, it is important for them to learn the meanings as they find the words in their reading. Be aware that your students may need additional help with other terms throughout the book.

Within each unit, there are vocabulary activities that use several but not all of the words featured in the reading. The crossword and word scramble activities include some but not all the vocabulary words. To extend this activity, you may want to develop more crossword or word scramble activities using the words that are not currently used. Some activities can be adjusted to use as individual assignments, group assignments, or as independent work. Take time to review the assignments. There are a few questions at the conclusion of each unit that are intended to be thought-provoking. These questions would make excellent suggestions for further development of the learning activities. Make any adjustments necessary to meet the needs of your students.

The authors feel strongly that appropriate interpersonal skills are important for all students. Therefore, consider assigning activities that will help your students learn the qualities of politeness, tactfulness, collaborative effort, and desirable employability skills. These ideas should easily integrate into any of the communication skill areas.

Information About Specific Units

The following information is about specific units in *Communication Skills I*.

Communicating with Others

Because terms such as *reliable*, *attitude*, and *self-image* are difficult to define in a concrete way, try to use as many real life situations in the unit as possible. Students should then have a clearer understanding of the need for appropriate communication with other people.

Reading Skills

Provide a variety of reading materials in your classroom, and allow students the time to read freely. Students who are currently employed can offer specific reading needs they have on the job. Also ask an employer to come to your class and discuss the need for good reading skills.

When students work with the SQ3R study method, help guide them through several practice sessions so they can use the method independently. Also consider using the SQ3R study method as a model for your lesson planning. Students will then be more familiar with the technique.

Writing Skills

Provide many opportunities for students to write letters in class. You may want to begin with informal writing and then move to a more formal type of writing.

There are a couple of sample forms provided. However, you should contact local businesses and the IRS office to obtain more forms students can use for practice. Students need to practice completing many types of forms. In fact, information on forms can be treated as a separate unit.

As a group assignment, write a class or school newsletter. Students can be the editors as well as the writers. This activity is also a good way for students to learn to use the computer. A successful newsletter is one that is produced by the students with little teacher input; however, it will be important for you to review the material prior to its being shared with others.

Other specific newsletter ideas include preparing a newsletter for your advisory committee and a newsletter to parents. Encourage students to learn and use writing skills.

Study Skills

To help students use the study techniques presented, you may need to require certain skills in your class. For example, you may want to require students to take all class notes in the format presented. As students use this material more, they may not need the motivation of a teacher requirement. Hopefully, they will see that the ideas can be very useful for them.

This unit can be used to help students prepare for any standardized or required tests. Even though preparation for these types of assessments is difficult, students should learn how to tackle multiple-choice questions, essays, or other types of assessment and should learn how to ease or manage their own test anxiety.

Use of *Communication Skills I* and *Communication Skills II* in a Job Skills Class

The material presented in *Communication Skills I* and *Communication Skills II* can easily be used in a job skills class. The following outline is presented to help you adapt the material. Please note that the material is taken from both books.

Getting a Job

- Résumé Writing—*Communication Skills I*
- Letter of Application—*Communication Skills II*
- Using Classified Ads—*Communication Skills II*
- Using the Telephone—*Communication Skills II*
- Completing Applications—*Communication Skills I*
- Interviewing—*Communication Skills II*
- Writing a Thank You—*Communication Skills I*

On-the-Job Skills

- First Impressions—*Communication Skills I*
- Following Directions—*Communication Skills I*
- Learning to Listen—*Communication Skills I*
- Telephone Skills—*Communication Skills I*
- Being a Good Club Member—*Communication Skills I*
- Reading Skills (keeping up-to-date)—*Communication Skills I*
- Learning from the Media (keeping up-to-date)—*Communication Skills II*

